

# The Social Studies

*Continuing*

## THE HISTORICAL OUTLOOK

VOLUME XLII

JANUARY—DECEMBER, 1951

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# The Social Studies

VOLUME XLII, NUMBER 1

*Continuing The Historical Outlook*

JANUARY, 1951

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## Contents

Are You Educated in History and the Social Studies?	Orlie M. Clem	3
Later Childhood Tendencies and History Teaching	Charles W. Heathcote	9
The Anglo-Egyptian Sudan	Frances Norene Ahl	11
How Useful Are Essay Tests?	R. M. Keesey	13
1950 Youth Government Day at Elgin, Illinois	H. H. Shelby	16
Topic T12. The American Revolution	Morris Wolf	23
Study of Geography Strengthens Citizenship	Raus M. Hanson	27
The Teachers' Page	Hyman M. Boodish	29
Visual and Other Aids	Irwin A. Eckhauser	31
News and Comment	R. T. Solis-Cohen	33
Book Reviews and Book Notes	David W. Harr	36
Current Publications Received		48

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# The Social Studies

VOLUME XLII, NUMBER 1

JANUARY, 1951

## Are You Educated in History and the Social Studies?

ORLIE M. CLEM

*Professor of Education and Coordinator of Student Teaching, University of Miami, Miami, Florida*

You have studied history and the social studies. Have they helped to educate you? The late Charles A. Beard wrote:

Forty years ago I studied W. H. Venable's *School History of the United States*. About four-fifths of the book were concerned with political and military affairs. Almost every inch about the Civil War was concerning campaigns and battles. Yet in the last chapter the author informs his little readers that space will not permit him to mention hundreds of minor battles and skirmishes.

If your history has been concerned largely with the details of military campaigns and the minutiae of battles, with the political maneuvers of kings and prime ministers, and with the formal provisions of peace treaties; if your geography has involved merely rote learnings concerning states and boundaries, population and capitals, chief cities, industries, products, mountain and river systems, latitude and longitude; if your civics has consisted chiefly in a structural analysis of federal and state governments; if your study has been so barren, then the social studies have contributed little to your education.

Have you been educated by the social studies? Has history contributed to your education? If so, you know the contributions of various civilizations to mankind. The valleys of the Nile, the Tigris, and the Euphrates provide the historic cradle of civilization. The Hebrews provide a rich tradition of early religious culture. The Egyptians contribute the Sphinx as an age-long symbol of religious mysticism. Egypt not only contributes the Nile and Euclidean geometry but excellent tools of bronze and iron to the practical arts, to architecture, and the fine arts. The cuneiform writing of the

Egyptians and Chaldeans marked an important step in man's early progress. The Phoenicians as missionaries of culture originated the alphabet and scattered the fruits of civilization to far-flung colonies.

The early oriental civilizations contributed the outer garments, the material aspects of man's culture. The Greeks contributed the soul. The modern man owes a debt to Greece which can never be paid. There is the philosophy of Plato and Socrates, the oratory of Demosthenes, the literature of Euripides or Sophocles, the sculpture of Phidias. Above all, in everything Greek there is a pervading spirit of symmetry and unity. They loved beauty. The same unifying spirit is present in an ode of Pindar, the prayer of Socrates, the peristyle of the Parthenon, or the creations of Phocion. Matthew Arnold has well said:

The glory of the Parthenon was not produced by promiscuous pieces of art stuck about on that hill. Group fitting details about a noble work highly conceived. This is the *symmetra prisca* of the Greeks.

Never before or after were so many sons of genius present in one place as in the Periclean Age of Athens. They practiced slavery yet had a fine sensitiveness to human worth as reflected in their art and literature. The Greeks had slaves but their own souls were free. In open-mindedness and flexibility of intelligence they have never been equalled. They did significant work in many fields of science. No people were ever more versatile. They excelled in courtesy, social life, and manners. The supreme contribution of the Greeks was intellectual freedom and culture. Shelley recognized our debt to Greece:

We are all Greeks. Our laws, our literature, our religion, our art, have their roots in Greece.

Rome's gift to mankind consisted in its genius for law and government, for organization. Other people had courageous soldiers, but in obedience and reverence for law, in political creativeness and administrative efficiency, Rome stands alone. Rome's mission has never been so well expressed as in Virgil's master epic, the *Aeneid*:

Others, I grant indeed, shall with more delicacy mold the breathing brass; from marble draw the features to the life; plead causes better; describe with a rod the courses of the heavens, and explain the rising stars. To rule the nations with imperial sway be thy care, O Roman. These shall be thy arts: to impose terms of peace, to spare the humble and to crush the proud.

Rome not only colonized, organized, and systematized; her contributions were great in road construction, commerce, and architecture. She preserved treasures in the arts and sciences collected by the Greeks from many peoples of antiquity. It is no wonder that the historian Freeman characterizes the Roman Empire as the "central lake in which all the streams of ancient history lose themselves and out of which all the streams of modern history flow."

If you have been educated through history, you recognize that the Middle Ages snuffed out the fine ideal of Greek freedom. The Middle Ages substituted facts for reason. The individual counted for little. There was great emphasis on an "other-worldly" life. Supernaturalism and authoritarianism were in the saddle. Men shuddered under the cruelties of the Inquisition. Learning flickered in the so-called "Dark Ages." The later Middle Ages were a flowering time for chivalry and romance. The cathedrals marked the supreme creations of the human spirit.

If you have been educated through history, you see the world revolutionized through modern science. Modern science has been applied to the affairs of men. It is the father of an industrialized society and the machine age with all its complex problems. Modern science has enabled man to prevent and overcome disease, and to exploit natural resources. It has produced for man illimitable power and has concurrently produced unparalleled unemployment.

Modern science has enabled nations to design demons of war while preaching the Sermon on the Mount, the fatherhood of God, and the brotherhood of man.

If history has contributed to your education, it has been subjective, personalized. Professor Muzzey tells the story of a teacher who was trying to impress upon a class of settlement boys the awful character of Nero. He told them how Nero had poisoned his courtiers, kicked his wife, killed his mother, and how he had longed to sever the heads of all his subjects with a single blow of the axe. Then turning to Mike to get his reaction, he asked, "Well, Mike, what do you think of this man, Nero?" Mike aroused himself sufficiently to draw out, "Huh, he ain't never done nothing to me." History should have done something to you. You should have lived vicariously the story of the past. You should have raced at Olympia, crossed the Rubicon with Caesar, marched with Xenophon and his Ten Thousand, traversed the wheat fields at Gettysburg, followed Napoleon to Moscow. You should have sat with Metternich at Vienna, with Wilson at Versailles, with Henderson at Geneva. You should have studied in a Spartan school, lived in a Roman family, worked on a mediaeval manor. You should have sensed the humanity of Lincoln, the virtue of Socrates, the self-sacrifice of David Livingstone. You may have seen your own vices mirrored in some actions of King Solomon, Cataline, or Alcibiades. You may have been charmed by the personalities of Helen of Troy or Mary Queen of Scots.

Emerson tells us how to read history:

As we read we must become Greeks, Romans, Turks, priest and king, martyr and executioner; we must fasten these images to some reality in our secret experience, or we shall learn nothing rightly.

The subjective and personal values of history, when read aright, Emerson expresses in these charming lines:

I am owner of the sphere  
Of the seven stars and the solar year,  
Of Caesar's hand and Plato's brain  
Of Lord Christ's heart and Shakespeare's strain.

By thus identifying ourselves with the past, our own experiences take on new meaning. Our own actions become a part of the cultural heritage of mankind with its roots along the Nile

and under the Pyramids, and its upper branches on the Mount of Olives, the Acropolis, Capitoline Hill, and Monte Sainte Genevieve.

History should have informed you of the significant contributions of different peoples and civilizations: Orientals, Greeks, Romans, Teutons, moderns. In this story you should have found identity, empathy, vicarious experience. But you have missed the most important education from history if you have not sensed the growth of institutional life. History should have helped you to determine how man came to be what he is and to believe as he does. History seeks an interpretation of contemporary life. History as the growth of institutional life offers some promise of understanding and wisdom in coping with present-day problems. An examination of the institutional life of man reveals that he has been concerned with five major problems:

1. To secure a place to live
2. To make the place livable
3. To establish order
4. To make life worth living
5. To improve his own nature

In man's zig-zag trek down through the ages, he has ever been seriously concerned with a place to live. Historical accounts of ancient Hebrews, Greeks, and Romans would leave the impression that these peoples were always in war. In reality, the average Greek did spend about three years in war. A large part of the Roman program did consist in providing a place to live for conquered peoples. The lure of new lands prompted the Teutonic invasions, set Asia in motion, and founded a new Europe. The conquest of the Spanish Armada in 1588 gave England an opportunity seriously to colonize America and provide homes for dissatisfied subjects. The Massacre of St. Bartholomew's Day and the potato famines in Ireland sent many emigrants to America. Water gaps and covered wagons pushed the frontier gradually across America, and the Indians across the mountains. The closing of the American frontier in 1890 created gigantic problems. To provide for increasing population, Germany secured far-flung colonies, and Japan appropriated Manchuria. Individuals and governments have ever been concerned with a place to live.

Civilized man is not content to live as an animal in the forest or in the ground. Man

builds homes and develops transportation and communication. The Erie Canal becomes a thread for the development of commerce to the West, in America. For a long time improvements were slow. Moses in the Old Testament used the same methods of transportation as Thomas Jefferson; Julius Caesar could send a letter from Rome to Paris in just as short a time as Napoleon could send one from Paris to Rome. But within a century and a half the Watts, Stevensons, Edisons, and Fords have made for man a new world. The Industrial Revolution has re-made man's place of living. During the entire period of man's recorded history the economic struggle to make for himself a livable place has been insistent. The most fundamental issues have been economic. The primary cause of the Civil War was cotton. The tariff was a vital issue between the North and the South, as it has continued to be between the "moneyed East" and agricultural West. Whitney and the cotton gin made life easier, but precipitated the Missouri Compromise, the Kansas-Nebraska Bill, and the entire slavery controversy. Man has ever struggled to make for himself a suitable place in which to live.

From earliest times man has had to develop institutions of order and control. "Man is first of all a political animal," said Aristotle. To what degree he should govern himself has ever been an insistent problem. How much freedom? How much democracy? As symbols of autocratic control there are the Hapsburgs and the Hohenzollerns, the Czars, Caesar and Mussolini, Hitler and Napoleon, and Louis XIV. On the side of democracy there is the breakdown of mediaeval serfdom, the development of parliamentary government in England, the development of popular education and the rise of the common man in America. Dramatic events in this struggle are the French Revolution, the American Revolution, and the American Civil War.

In the struggle for the supremacy of democratic ideals, interesting paradoxes have occurred. The Declaration of Independence announced the inalienable right of men to self-government, yet Americans held three million Negroes in slavery. The Declaration in 1776 proclaimed the right of secession when conditions became intolerable, yet Lincoln later held the Union indissoluble and compelled five



million secessionists to return. The Declaration was again winked at when the Philippines were acquired. The colonists rebelled against the Stamp Act and England's taxation, yet the federal government crushed the Whiskey Rebellion. The North in 1832 flared up over the South Carolina Nullification, and forgot the Hartford Convention of 1814. The Puritans of New England clamored for political and religious toleration, yet banished Roger Williams from Massachusetts. Jefferson advocated strict construction of the Constitution, yet purchased Louisiana and stretched the Constitution until it nearly cracked.

It is more fascinating to the student of institutional life to grope his way through the threads of social order and control than to follow the exploits of glamorous personalities. Cortez and the conquest of Mexico are fascinating, but not more so than the Constitutional Convention. Viewed from a lofty pinnacle, the Mayflower Compact is more interesting than Coronado and the Seven Cities of Cibola, or Ponce de Leon and the Fountain of Youth, or De Soto and the midnight burial on the Mississippi. If popular government is to survive, it cannot forget the New England town meeting or the contributions of the Pilgrims. Lexington and Concord and Bunker Hill are important not as great battles but as a point of view. Sarajevo is a symbol of an interdependent world order like a law in physics or chemistry.

In order to make life worth living man has produced philosophy, literature, drama, and the fine arts. He has forged systems of conduct to improve his cultural and spiritual inheritance. It is impossible to estimate the influence of the Ten Commandments of the Hebrews. The Hellenism of the great Greek period and of the Renaissance gave an intellectual freedom to men's souls never known at any other times. The growth of organized Christianity restricted Hellenism and Puritanism checked the Renaissance. The Puritan parliament of Cromwell's reign burned or destroyed England's first national gallery of art including nine Raphaels, eleven Correggios, and twenty-eight Titians. The asceticism of mediaeval Christianity sought to prepare for life beyond the grave. The Inquisition sought to crystallize and stultify men's thoughts. Luther and the Reformation sought to regain Christianity for the individ-

ual from the clutch and fetish of form and organization. The growth of the scientific method from such moderns as Galileo, Copernicus, and Bacon, and the development of evolution have witnessed a re-flowering of the Hellenistic spirit. The new truth, however, has had to fight every inch of the way against the forces of ignorance, superstition, and authoritarianism. Meanwhile democracy has, theoretically at least, sought the greatest "agreeableness and goodness" of life for every individual. Democracy now seems to be rivalled by the development of socialism, fascism, and communism.

In developing institutional life man has sought and should seek to develop his own nature. Isaac sacrificed his own son upon the altar, and blood sacrifice among the Hebrews was not uncommon. Black magic and superstition were characteristic of man in his historical infancy and of backward peoples even today. The Greeks relied on the Delphian Oracle and the Romans on the whims of a whole pantheon of gods. Institutional man has a past which he should not forget. He should not forget that Socrates was compelled to drink the hemlock; that the Christians were fed to the lions; that Savonarola, Huss, and Wycliffe were executed in the name of religion; that Galileo was imprisoned for looking at the stars; that the death penalty was legally exacted for a theft of five shillings; that witches were hanged in Old Salem. Institutional man should not forget the Black Hole of Calcutta nor the deep grave of the Lusitania. The disabled in homes and hospitals as well as the trophies in parks should help him to remember Edith Cavell and the destruction of Rheims Cathedral. Institutional man should remember that he nailed the greatest one of all to a cruel cross and spat upon him. Institutional man should shudder before these spectacles of ghastly horror. Like Dr. Jekyll contemplating atrocities of Hyde, he should mutter, "They know not what they do."

Your knowledge of institutional life should make clear to you that history "flows on." There was no complete change after 476 A.D. The Renaissance did not begin with the clock. The world was not altogether different after the Treaty of Vienna or of Versailles. The new world must grow out of old materials. History reveals that each fact is both an effect and a cause. The defeat of the Spanish Armada and

England's colonization of America are strung on the same historical thread. When history is conceived as "flowing on," the story of man's progress is fascinating. The American Civil War becomes a continuation of the English Civil War between the Roundhead and the Cavalier. The germs of the American Civil War were planted in the Constitution when its founders failed to face squarely states' rights and slavery. History as "flowing on" refutes Lord Bryce's statement that the American Constitution was the greatest work ever dashed off by the hand of man at a given time. Even the Constitution had its roots in the past. He who conceives history as "flowing on" sees the relation of Whitney's cotton gin to the Missouri Compromise and the Kansas-Nebraska Bill. He observes a definite relationship of the French Revolution to the American Revolution, and of Rousseau and Voltaire to Thomas Jefferson and Thomas Paine. He knows that the same industrial revolution which ruined Andrew Carnegie's father in the town of Dumferline, Scotland, made the son a millionaire in Pittsburgh. It was the same *Old Man River* that greeted the Mound Builders, La Salle, Lincoln, Mark Twain, and the Indian. He sees the Norman peasant almost unchanged in the French farmer around Detroit. He recognizes a note of old Spanish culture in the mission bells of California and New Mexico. History reveals the location of powder magazines in present day Europe and the Orient.

History should enable you to telescope great streams of human energy. From 3000 B.C. to 1500 A.D., man created little economic force. His muscles became no stronger, his arms no longer. The builders of Chartres cathedral moved materials no more easily than the pyramid builders. Before 1500, the unit of economic force was the slave. He was man power indeed and in truth. Such mathematicians as Archimedes, Ptolemy, and Euclid provided economies of force, but no creations. Prior to 1500, simple mechanics were restricted to the use of the lever, spring, and screw. If better roads were built they were traveled by the horse, the ass, the camel, and the slave. About the fourteenth century came a great acceleration to man's force. The invention of the compass and other instruments of navigation enabled Columbus to come to America. The introduction of gun-

powder at Agincourt multiplied man's power in war. Gutenberg's printing press multiplied the power of man's ideas a thousand fold. The invention of the lens presaged man's power over nature through the telescope and microscope. Institutional man had come to a milestone. His muscles had been strengthened, his arm increased. In the eighteenth century, Watt perfected his steam engine and launched the Industrial Revolution. Henceforth, "man power" became an abstraction, feudalism vanished, and slavery became decadent although its death was prolonged by the invention of Whitney's cotton gin. Man's world of force was never the same after Watt. Institutional man had reached another milestone. The urge of the Industrial Revolution soon gave to man incalculable units of force. The steam engine, the steam turbine, the water turbine, the gasoline engine, and the Diesel engine have strengthened man's muscles and lengthened his arm until his powers are limited only by his imagination. Arithmetical ratios become useless in defining his power. The dynamo becomes a symbol of infinity. When in 1893 Roentgen discovered the X-ray, and Madame Curie radium, man became a god or Frankenstein of force, unlike any former creation of nature, even the dinosaurs.

In the growth of man's thought and spirit, certain milestones are clear. The oriental prostrates himself before Buddha. The Egyptian, enmeshed in occultism, ponders the riddle of the Sphinx. Socrates drinks a toast of hemlock to the freedom of the human spirit, while Phidias consecrates the frieze of the Parthenon to immortal beauty. A babe is born in a manger and Constantine appropriates the Cross. The Saracens are defeated at Tours and Simeon Stylites and St. Francis of Assisi come into their own. The free souls of the Renaissance return the toast of Socrates and say, "We are still here carrying on the contest." They hurl their torches to Voltaire and Rousseau, to Goethe and Thomas Jefferson. Bacon becomes the father of the scientific method, and with the aid of Descartes, Galileo, and Copernicus, the father of modern thought. Luther nails his theses to the church door at Wittenberg and attempts to rescue the Cross. Darwin revolutionizes modern thought with his doctrine of biological evolution. Madame Curie discovers

radium and suggests that matter and motion are one, contrary to an unquestioned scientific tenet.

The above survey telescopes only the life of civilized man. Man's social heritage has been recently accumulating in geometrical ratio. Man finds himself today with a savage mind in a complex environment. To grasp man's predicament it is helpful to imagine that the present social heritage has been accumulated within one lifetime, for example, fifty years. All scientists would probably agree that institutional man has lived at least a half-million years. By such a plan one year in the life of the individual man would represent ten thousand years in the life of the race. Do you know that 49 years would have elapsed before man harvested crops and domesticated animals;  $49\frac{1}{2}$  before he learned to write;  $49\frac{3}{4}$  before he developed art, literature, and philosophy to a high degree? Do you know that by such a yardstick he would have been influenced by Christianity for only two months, served by the printing press for only two weeks, and by the steam engine for only one week? Man would have ridden on railroad trains and steamships for only two or three days; only yesterday he would have used electricity; only in the last few hours he would have mounted into the air and descended into the sea. The evidence is clear that on a sociological time scale, as James Harvey Robinson has said, man is still close to savagery. And yet it is this man, not far removed chronologically from the Sphinx, who is required to play the game of modern life without knowing the rules, risks, or stakes. He is called upon to solve the complex riddle of modern civilization. Is it any wonder that he is bewildered?

If you have been educated through history you know that history does not provide a platter solution to the riddle of modern civilization. Human affairs are more perplexing than molecules and chromosomes. However, history can provide a Kimberley of resources for consideration of modern problems. History reveals that man has ever yearned for both liberty and security. This yearning has been echoed in the Petition of Right, in the Declaration of Independence, in the American Constitution; also in the writings of Hobbes, Locke, Voltaire, Rousseau, and Jefferson. History suggests that

the universal yearning for liberty and security should be considered, that the Bastille and Bunker Hill be recalled. History suggests that we remember Nero, Louis XIV, Charles I, George III, William II, and the Czars. History urges the common man to be ever covetous of the freedom of speech and of the press. Milton's *Areopagitica* and the American Bill of Rights should be re-read occasionally. Printing press licenses, censorship, royal judges, abortive excessive taxation, blood purges, and every ingenious and insidious device known to man have been used to curb thought.

History suggests that progress is not inevitable. There have been dark ages as well as flowering times for literature and science and philosophy. History is by no means sure that progress can be measured by quantitative standards. America has been able to produce great cities but it has not produced another Florence with its Michelangelo, its Leonardo da Vinci, its Andrea del Sarto, its Giotto. History suggests that progress involves the interdependence of nations. A flare at Sarajevo inflames the whole world. History suggests that war is an important factor to consider in determining progress. The Rheims Cathedral, the library at Louvain, Joyce Kilmer rotting on the banks of the Ourc testify to the horrors of war. History tends to exalt an ideal of peace and warns us to be skeptical of nations which preach the Sermon on the Mount, yet trample each other in the mire as in a pig sty. History reveals the dangers involved in a "balance of power" alignment of nations. It lays bare the problems involved in a world league. History is critical of paper schemes of administering society, so-called utopias as represented by Bacon's *New Atlantis*, Plato's *Republic*, and More's *Utopia*. History recognizes that modern society does not represent adjustment or unity but a complex fraction. The numerator of this fraction is represented by our possessions, the denominator by our desires. To secure adjustment or unity either the numerator must be increased or the denominator decreased. The Occident has favored the former method, the Orient the latter. History would suggest for America a consideration of each method. History would suggest that Americans endeavor to reach some general agreement as to what the values of life are; then face squarely the



problem of preserving elements of the initiative which made America great and the efficiency which provided its conveniences.

If the present problems for America seem insuperable, history teaches us not to despair. It is now generally recognized that when Columbus set out to America he did not know where he was going; when he arrived he did not know where he was; when he returned he did not know where he had been. And yet within a quarter of a century Balboa from a lofty peak in Darien gazed out across the Pacific and recognized America as the land of opportunity. It is true that America has been passing through unparalleled depressions and wars. But history reminds us that after Europe had been devastated by the Napoleonic wars, Schopenhauer and even Goethe were hopeless. Goethe said: "I thank God that I am not young in such a thoroughly finished world." And yet within a decade Europe experienced a great flowering of science, invention, government, industry, literature, music and art. Immortal sons of genius began to dream dreams: Hugo and Gautier, Heine and Chopin, Berlioz and George Sand, Dickens and Thackeray, Tennyson and Browning, Disraeli and Macaulay, Arnold and Car-

lyle. In this flowering time, men unlike Goethe said:

Bliss was it that dawn to be alive  
But to be young was very heaven.

If we are ever depressed about America, history reminds us that this is the same America which produced the Sage of Monticello, the Master of Mount Vernon, the Emancipator at Gettysburg. Mary Antin, an immigrant girl and self-styled "child out of the Middle Ages," points the lesson of history and epitomizes the American dream:

This is my latest home, and it invites me to a glad new life. The endless ages have indeed throbbled through my blood, but a new rhythm dances in my veins. My spirit is not tied to the monumental past any more than my feet were bound to my grandfather's house below the mill. No, it is not I that belong to the past, but the past that belongs to me. America is the youngest of the nations, and inherits all that went before in history. And I am the youngest of America's children, and into my hands is given all her priceless heritage, to the last white star espied through the telescope, to the last great thought of the philosopher. Mine is the whole majestic past, and mine is the shining future.

## Later Childhood Tendencies and History Teaching

CHARLES WILLIAM HEATHCOTE

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The period of later childhood is marked by rapid growth of bodily organs and mental functions. The child's spirit is less restless, and the power of attention is better developed in consequence. However, he shows tireless activity. He lives a life of intense action. This spirit is manifested in his games and play.

With his growth, the formation of habits goes hand in hand. The spirit of emulation as an impulse is a most important factor in his life, and if properly controlled and directed, will help in large measure in paving the way for the formation of high moral habits.

During this period the memory is active and

shows remarkable development. About the age of nine the power of the memory to remember the concrete is at its best. From about the age of eleven or twelve onwards, the memory has reached the period of development when abstract terms are memorized and retained with comparative ease.

Sometimes during this period a pupil may have difficulty in reading the text book or grasping the meaning of the printed page and unfortunately he will try to memorize certain facts without proper relationship. Eventually he becomes discouraged with this method and in time he becomes indifferent to history.



The teacher needs to aid such children by vocabulary building and by teaching the meaning of difficult words. These plans need to be explained in the assignment of the lesson. Efforts should be made to have the children use their memories constructively as the questions are discussed and the lesson should be carefully summarized.

At this age the imagination is very active. However, it does not develop the extreme fantastic pictures of the early childhood period. It is more under the control of the mind. Its products cover a wide range of forms. The solution of history problems is so vital that children can grasp very readily some of the intricate phases of historical experience if the questions are stated clearly, constructively and definitely. The elementary teacher must always remember that teaching history in this period of childhood is not for this part of life alone, foundations are being laid for adolescence. If the teacher plans the work carefully and breaks down each lesson into its proper categories the imagination of the child will function in the proper way. Careful leadership by the teacher is indeed essential.

The collecting "instinct" manifests itself quite early in child life. About the eighth year this tendency develops without any particular direction or interest. There is the tendency to possess certain things, then to specialize and develop a particular interest in specific collections.

The specialization period is between the ages of ten and twelve years. Particular interest is shown in collections which are numerous in kind and quantity. Nature collections, consisting of stones, bugs, butterflies and similar things, are especially popular.

Although the development of particular hobbies are important and interesting, the results are not usually definitive for good constructive history teaching. However, stamp collecting, which is interesting and appealing, opens the way to develop constructive results in history teaching. The child may make stamp collecting a hobby but the teacher should use the stamp interest in developing interest primarily in history. Over recent years the United States Post Office department has issued many types of stamps which are definitely and principally historical. If the teacher has a good workable

stamp collection and notes on the page a few important historical facts about the purpose of issuing the stamp, the child will respond. It is good laboratory material to motivate history in many phases for this particular period of life. If certain members of your history class desire to form a stamp club, encourage the plan, but for your class work do not let it become one more club.

In this period of child life, there is a larger development of will power and conscience. It is at this time that the will must be strengthened and developed in order that education may be uniform. Upon the will are dependent proper and consistent decisions. The will is naturally active in child life, and particularly so in this period. This is the time when by proper development in his play, games and school work the child may have his will trained and strengthened. Here the foundations for obedience, the recognition of duly constituted authority, and personal responsibility are laid for the future when he will take his place and perform his duties in church, home and state.

With the development of his will the growth of his moral concepts likewise follows. He learns to discriminate more readily between right and wrong. He requires a practical exemplification of the Golden Rule. Through the education of his moral nature, his conscience grows and he comes to see things in a different light as compared with his earlier childhood. Impulse and instinct are no longer the dominating factors of his life. Reason, will and conscience are now the factors of his life. His mind is growing, and it is by questioning that he increases his store of facts and knowledge.

From nine to twelve years the child develops a remarkable fondness for reading. He literally devours volumes on heroes, myths, fables and biography. The remarkableness of a retentive memory is revealed in what he can tell of what he has read.

This period of childhood constitutes a most vital period in doing constructive teaching in history. From the study of primitive life, national holidays and heroes, the children have received certain historical impressions. Their interest has been aroused and they are now ready for broader and deeper impressions. In the subject-matter of the grades during later childhood the opportunity of motivating Amer-

ican history by the biographical approach is very significant. The unfolding of it is such that the chronology and narrative may be more clearly systematized through the biographical approach. The leaders, eminent men and women, who figure in the early and later history of America, help the child not only to know the interesting facts of their life history, but they come to remember certain outstanding events in the development of the nation. Children are always interested in personalities, and as they know the outstanding facts of their lives, they will associate certain things which they did for their country with certain experiences in their lives. They learn how the leaders they have studied overcame obstacles and accomplished more important achievements. In studying the type of leaders designated, they learn the historical facts which are associated with their lives, and though there may be a few legends found in connection with some, these are so negligible that they can be easily relegated to the background, so that we have the true facts of the case.

This is the splendid thing about American history, for we can trace our entire history from the earliest period of discovery, exploration and colonization without any breaks or hindrances in trying to get the truth by eliminating legendary material. The teacher should ever keep in mind the need of helping the child to know, understand and follow the ideals which guided, inspired and urged onward the

leaders from our early period to the present time. It is exceedingly important that the teacher keep these ideals ever before the children. As the leaders are studied, the children should be helped to form historical judgments. We cannot expect them to understand history in an exceptionally formal way, but by presenting the life history of these leaders and helping the children to understand their ideals in a fair and unprejudiced manner, we can help them to know and appreciate the value of historical truth.

If it is possible, children should be taken on historical pilgrimages, so they can visualize something of the story involved. Deep historical impressions will be gained. In every community, there is something of historical value which helps the children to love and value history.

In bringing out the details of the biographical study, there is unique opportunity for developing such characteristics as success, moral ideals, patriotism and thrift. There is need of the biographical approach to impress upon the child mind the importance of being a good citizen. Certain outstanding ideals of good citizenship as developed from the background of history, and emphasized in some outstanding way in the particular study, will be deeply impressed on the child mind. The importance of developing good citizenship cannot be started too early and these studies prepare the way.

## The Anglo-Egyptian Sudan

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The Anglo-Egyptian Sudan, with an area of nearly a million square miles, is about one-third the size of continental United States. It is bounded on the north by Egypt, on the west by Libya and French Equatorial Africa, on the south by the Belgian Congo, Uganda and Kenya, on the east by Ethiopia, Eritrea and the Red Sea. At the point of greatest length it extends some 1650 miles north and south, while its greatest width east and west is 900 miles.

The word Sudan is the Arabic term for the "country of blacks." The eight million people of the Sudan are not Egyptian either racially or culturally. Ethnologically they "are a joint product of the Hamites (a branch of the Caucasian race) and the Negro race."<sup>1</sup> As early as the seventh century, Arab invaders exerted a tremendous influence on the northern part of the country, making it primarily an Arab and a Mohammedan land. But because of difficulties of geography and climate they never, during

the early period, had much influence on the southern section. To this day this is inhabited predominantly by Negroid people speaking numerous languages and dialects. A few of them are Christians and Mohammedans, but the great majority are pagans.

Geographically, the Sudan is also divided into two main parts. The northern section is made up of deserts and steppelands, while tropical forests and swamps abound in the south.

The Sudan has no wealth of natural resources. There is a very limited amount of gold, copper and iron ore. There are no known oil reserves.

For many years gum arabic has been a major article of export from the Sudan. Seven-eighths of the world's supply comes from the Kordofan and Blue Nile provinces. The gum is tapped—like rubber—from several species of the acacia tree which grow wild in various parts of these provinces. It is exported via Port Sudan for use primarily as an adhesive, but it also has some value for medicinal purposes and in the manufacture of certain sweets. The United States, Great Britain and India furnish the chief markets for the crop.

Cotton is grown extensively throughout the Sudan. From the economic standpoint it is by far the most important product of the country. It is the major crop produced by the Gezira Irrigation Scheme.

The Gezira, or "Island," is a vast plain of approximately five million acres extending between the Blue and White Niles south of Khartoum. It is artificially irrigated by waters of the Blue Nile impounded by the construction of the Sennar Dam. This dam, together with the main system of canalization, was built by the government at an expenditure of 13 million pounds. Tenant farmers, assisted by hired labor, carry on the work of cultivation and share the profits with the government.

One of the most modern agricultural research stations to be found anywhere in Africa has been established at Wad Medani in the Gezira cotton area. Invaluable information in regard to improving agricultural conditions is made available to farmers throughout the Sudan.

In addition to cotton, cotton seed and gum arabic, exports from the Sudan include senna,

dom nuts (vegetable ivory), chillies, salt, melon-seed, beans, corn, peas, dates, salt fish, mother-of-pearl shell, cattle, sheep, hides and skins.<sup>2</sup>

Since the economy of the country "is based on agriculture and pastoral pursuits," its trade is concerned mainly with the exportation of "primary or semi-processed agricultural and animal products and the importation of consumer needs of a developing country." With the exception of coffee, sugar and tea, the food supplies of the Sudanese are furnished by the country's own resources. Hardware, machinery, fuel oils and cotton piece goods, as well as the above-mentioned food items, are imported largely from Egypt, Great Britain, Canada, the United States and India.

The Anglo-Egyptian Agreement of 1899 gave to the Sudan a constitution in the form of a condominium, and made provision for the British and the Egyptian flags to fly throughout the country. It provided for a Governor General to be appointed by Egypt with the assent of the British Government, and invested him with full legislative power.

The Agreement was confirmed by the Anglo-Egyptian Treaty of 1936, which also specified that: "The High Contracting Parties agree that the primary aim of their administration in the Sudan must be the welfare of the Sudanese."

In 1948 an Executive Council replaced the Governor General's Council, created in 1910. The former consists of from 12 to 18 members, at least 50 per cent of whom must be Sudanese. The council meets at the Governor's palace in Khartoum.

Membership in the Legislative Assembly is limited to literate Sudanese at least 30 years of age who have resided in the areas they represent for not less than two years during the preceding 10 years. There are 10 members chosen in direct elections, representing the seven main towns of the Sudan; 42 members selected in indirect elections, serving the constituencies in the remainder of the northern Sudan; 13 members representing the provincial councils in the three southern provinces; and 10 members nominated by the Governor General and the Executive Council if the members of the Council are not already nominated or elected.



For administrative purposes the country is divided into nine provinces each with a governor responsible to the Governor General and an advisory council. The provinces in turn are divided into districts under district commissioners.

One is not long in Khartoum today—the capital of the Anglo-Egyptian Sudan—until one realizes that it is truly the air crossroads of Africa.

During World War II, the Sudan Defense Force troops played an important part in the

campaign in North Africa, holding the line until reinforcements arrived from Great Britain and from India.

Should present world tensions involve the Middle East in another major conflict, the Anglo-Egyptian Sudan would hold a key position not only in the defense of the continent of Africa but of the British interests throughout the entire world.

<sup>1</sup> *Sudan Almanac*, 1949, p. 29.

<sup>2</sup> *Sudan Almanac*, 1949, p. 72.

## How Useful Are Essay Tests?

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Essay and objective tests are the types of examinations most frequently used in our schools at all levels, and the marshaling of data in favor of both kinds of tests has occupied researchers for several decades. Since neither essay nor objective tests have been found to meet, in every respect, the criteria by which examinations are judged, it is difficult to assert categorically that one is superior to the other. Certain conclusions as to the values of both essay and objective tests, however, have been drawn from studies initiated to determine the qualities which such examinations should measure.

Tests are used for many purposes: from that of establishing proper standards of scholarship for admission to colleges to forming the basis for the allocation of financial aid to students; and they are utilized widely to elevate standards of school achievement, to stimulate effort on the part of pupils, and to measure their progress in a given area. In social studies, examinations aim to test the ability of pupils to analyze a situation, to pick out essentials, to make comparisons, to draw inferences, and to grasp the relations between events of the past and those of the present.

Examinations are, and should be, used as a means of improving instruction. By testing and careful analysis of the results over a period of time, the instructor can detect faults and omis-

sions in the method or plan used to teach the students and so improve his skills and provide more adequate material for achieving the objectives of the curriculum in his classes regardless of the variations in ability among his students.

A good test must measure what it purports to measure, and should be so constructed as to test the student's grasp of principles and his ability to reason. It should be long enough to allow for the adequate testing of the pupil's understanding of a relatively small topic or problem. Although examinations and methods of marking determine, to a substantial degree, what and how students learn, no single type of testing measures pupil achievement adequately or furnishes data sufficient to impart certainty to a diagnosis. No brief written examination can be expected to represent the subject fairly or to furnish conclusive evidence of either the range or the quality of a pupil's information. Thus, all forms of measuring devices have a place in a balanced program of testing.

Essay examinations are widely used for estimating ability to remember, to organize, to "weigh," to relate, and to synthesize materials. They are used more frequently than objective tests at the higher levels of the educational system, although rather uncritically and without much effort to improve their measuring qualities. The essay test is a "protective" meth-

od of measurement which involves the presentation of a stimulus chosen for whatever meaning it will have to the person answering the questions, rather than to obtain a reply decided upon by the person making the test. The person taking the test is obliged to make choices in terms of his own experiences and sense of values, therefore, the framing of "good" essay questions is very important. These questions should permit a relatively free response while encouraging an extended answer; the problems should not be too closely identified with the original learning situation, and should be so stated as to compel the student to reveal the reasons for his choice and to defend his position within his own frame of reference. In other words, emphasis in essay testing should be on judgment rather than on memory. Researchers have found, however, that although essay examinations are usually thought of as consisting of questions that ask students to compare, discuss, explain, give causes, and the like, requests for specific facts or the reproduction of an interpretation already provided by the textbook or the teacher predominated in typical essay examinations formulated by teachers at elementary and secondary levels.

This should not be surprising when one realizes that, generally, students at these levels have not reached a point of development at which they can express themselves easily and well in writing while working under a time limit. Their concentration is on subject matter, for they are acquiring foundational knowledge, and they are likely to feel frustrated and discouraged when required to answer essay questions that demand some originality of thought or form of expression. They often do not feel secure enough in their grasp of a subject to depart from the form and substance learned in class, and their hesitancy in expressing themselves is increased in direct proportion to the emphasis placed upon grades or marks by the school or by the parents.

The essay test enables the instructor to measure all kinds of abilities, from simple recall to complex reasoning; it affords the pupil an opportunity to write and to organize his materials in logical form. The prime value of the essay test, however, does not rest upon its ability to measure the higher mental processes, since both essay and objective tests can meas-

ure skills, information, causal relationships, discrimination, problem solving, and generalizations. The essay test affords a better insight into the extent and depth of the pupil's knowledge of a particular topic than do objective tests, which usually jump from topic to topic and encourage a sampling of diverse elements.

In social studies, as in other fields, information functions only so long as it is retained; how long it should be retained depends upon the nature of the information and the purpose for which it is learned. Although the historical sense is difficult to cultivate and difficult to test, its importance as a vital element in the development of knowledge must be recognized. Essay tests may be considered one means of determining how adequately this fundamental growth is progressing among a group of students. Essay questions can furnish insights into the structure, dynamics, and functioning of the student's mental life as modified by learning experiences and environment, insights not obtainable from objective test data. The essential difference between essay and objective tests lies in the greater freedom accorded the student to answer questions at greater length in the essay test.

The intelligent use of the essay examination demands that the specific results desired must first be determined and then the appropriateness of this type of test for doing the job must be examined. Essay tests may be improved by clear and definite phrasing of questions, by establishing specific criteria for judging answers, by restricting the outcomes to be measured by each question, and by concealing the name of the test writer from the test reader until a mark has been determined. Reliability in essay tests should be sought through "depth" sampling and through paying particular attention to the representativeness of the samples. In evaluating essay answers, the inductive method should be used, manifest and hidden content should be distinguished, exactly what is to be looked for must be identified, and an organized and systematic method for observing the data and drawing inferences from them must be developed. Normally, essay papers should be read for the information they reveal concerning the learning of the individual students.

The theories and techniques of educational measurement have been developed by the psy-

chologists, and in the testing of "mere information" the objective examination has obvious advantages over the essay type. The information provided by objective tests, however, is necessarily limited and is, at best, an imperfect index of any field as a whole. The pupil's range of information may be narrower or broader than is indicated by such examination results. Since it is possible for pupils to guess at answers which they do not understand, the validity of the examination as a test of the quality of pupil information may be impaired.

Objective tests are not equal to measuring the intangible results of instruction in the social studies such as the ability to express ideas effectively in writing; to locate and organize materials independently; to pass judgment on the effect of a series of related happenings; nor to explore the capacity of a pupil for an unusually thorough insight into a comparatively narrow field. Primary reliance on objective testing places a fictitious rating on the student who is clever at learning the "tricks of the trade," and encourages students to go to college or into occupations without ever having exerted continuous and constructive effort in thinking and writing. The almost exclusive use of objective tests in social studies, especially at the lower educational levels, tends to decrease the number of opportunities for mutual student-teacher understanding, and to throw the chief burden of teaching verbal facility during these important and formative years of the child's school life upon the English department. Not only does this increase the task of the English teacher, but it is likely to give the student the feeling that only in this specific class must he use correct and fluent oral and written expression. The unfortunate results of such a situation upon the development of well-trained, all-around good citizens are obvious. The two great advantages of the objective over the essay examination, however, are that it can be marked in a uniform manner, and it enables the teacher to rank his pupils in order on the basis of results, thus making possible an exact instead of an approximate rating.

Social studies teachers were slow to adopt objective testing, and opinion is still divided as to its advantages and disadvantages. A number of surveys have revealed serious inadequacies in testing practices in the social studies, and

research findings in general indicate that essay type examinations have been shown to lack reliability under customary conditions; and objective tests, despite their possessing a higher degree of reliability than essay examinations, have been found lacking with respect to validity.

Test results should be studied with respect to diagnosis of both individual and class performance, and analysis of the test itself. In a study of experimental literature concerning the question of the comparative value of essay and objective tests as contributors to learning,<sup>1</sup> it was found that, as measured by the retention of subject matter over a given period of time, the essay testing situation per se is superior as a learning experience to the objective testing situation; that methods of preparing for essay examinations are superior as learning procedures to those used in preparation for objective examinations; and that the essay type examination provides a learning situation superior to that offered by the objective type.

The correct weighting of essay questions is a complex problem, and there are few dependable generalizations that can be drawn from the studies of essay and objective tests. The validity of an examination is probably more a function of content and of compatibility with curriculum objectives than of the form of the test. Essay examinations may be of limited value in measuring a student's knowledge, and it may be argued that this is not a function of an essay examination, but that of an objective examination. More research is needed to identify the abilities which can be measured best by essay examinations. It is a fairly widespread practice in social studies to use a combination objective and essay test in order to obtain as wide a base as possible for measuring the characteristics already mentioned.

Areas of evaluation and measurement of intangible and partly tangible outcomes in the social studies to which attention has been given are: attitudes, study skills, critical thinking, interests, and behavior. Different tests measure different functions. The fact that low correlations have been found between reliable tests of the essay and objective types, although more is now known concerning effective ways of formulating essay questions and of rating responses to them, suggests that the two kinds of



examinations measure essentially different factors.

The type of examination used by teachers should be determined by the objectives which they recognize. Any test may be diagnostic to the extent that its results may be used as a basis for further teaching. Objective tests have limitations in that even when the most intelligent use is made of them, the information revealed can never go beyond that which is anticipated by the test maker. At best, the information revealed is limited to the student's abilities. The unique value of the essay test often lies in the revelations of unexpected insights concerning the motivations, attitudinal patterns, and habits of action of the student. The essay test may be used not only to measure subjective qualities, but also as an effective aid toward grade advancement of students whose ability to retain content for a long or short period of time is rather low. Such students, who work conscientiously all through a course and who show improvement in attitudes and skills despite their failures on tests, become a special care to the teacher, for he does not wish to retard students merely because of deficiencies attributable to native limitations when other factors, such as the pupil's background and rate of progress in assuming responsibilities

suitable to his age and position in the school community, give evidence of the child's future usefulness as a citizen. The use of the essay test or of the essay questions on a combination essay-objective examination, to raise the numerical or letter grades of certain students in order to meet school or state requirements for minimum passing grades may be worth further study if data were obtainable. Since such slanting of marks may not be judged the best possible use for essay testing, however, it is to be expected that the individual teacher will continue to use his own judgment as to whether or not these examinations shall be used to break down the rigidity developed through the use of objective measuring devices.

The fact that inferences concerning certain personal-social learnings are best drawn from types of data obtained through essay questions has long been appreciated, as has the fact that the outstanding advantage of this type of test is the ease with which it can be made. The essay test may be more effective than the objective test as a learning device under certain conditions, but the real test of social science instruction is determined by life situations as they arise in the individual lives of the pupils.

<sup>1</sup> Theodore R. Vallance, "Comparison of Essay and Objective Examinations as Learning Experiences." *Journal of Educational Research*, 41:286.

## 1950 Youth Government Day at Elgin, Illinois

H. H. SHELBY

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For the second consecutive year, students of Elgin High School have been privileged to participate in a day of "study at first-hand" local government. This was again made possible by joint sponsorship of the city officials and the school's social studies department. This article is written primarily for the purpose of encouraging other communities to participate in such a valuable program. The writer realizes that a few schools do provide

for this kind of experience, but at the same time he realizes that many more could, and should, and probably will when they have read in detail of one such program.

The purposes of the 1950 Youth Government Day in Elgin, Illinois, as set forth in a preliminary meeting, were the cooperative product of city officials, faculty representatives and students: (1) to impress all Elgin High School students with the importance of de-



mocracy and representative government; (2) to afford the experiences of democratic processes to the entire student body; (3) to show the need for, and importance of, both leaders and followers in government; (4) to provide actual on-the-job experiences to youth; and (5) to draw into closer relationship the city officials and youth. Other outgrowths of this preliminary meeting were (1) all agreed that youth officials and city officials were to serve as "co-workers" during the day, and that the old idea of students "taking over" would be much less an educational experience; (2) that the total process—committees, petitions, ballots, campaigning and the election itself—should simulate the genuine process; and (3) that youth government day should be a day of learning and not merely a "day off" for elected students and city officers. So much for the over-all objectives and common areas of agreement; now to the specific details of the Elgin program.

On April 17, the social studies teachers met to determine the general steering committee. The department head was requested to serve as the sponsor. Each of the eight teachers appointed one student enrolled in his classes and the group agreed upon two first-year students not enrolled in any class of the department. These ten students met with the sponsor on April 20 and assigned themselves to serve on at least two of the following committees: (1) publicity, (2) petitions and ballot, (3) election and count, (4) follow up reports, and (5) evaluation. Immediately, these groups started planning—research into the commission form of city government, information for the daily bulletin, radio announcements over both our school and local stations, written news and informational articles for school and city newspapers, and colorful posters throughout our building.

The petitions were printed on April 25 and started circulating the next day. Elective officers were to come only from the senior class, whereas appointees were to be chosen one each from the three lower classes. The usual twenty-five signatures were required for candidacy and the signers were limited to one petition for mayor and one for commissioners. Names of candidates were placed on the ballot in the order in which their petitions were received in the sponsor's room.

The ballots were printed May 1. On May 3, the sponsor met with the candidates and their respective managers to guide campaign strategy. The next day the campaign was under way with large and small posters, placards, streamers, lapel badges, slogans, conversation in halls, campaign literature deposited in locker slots, and many other clever and colorful devices. This all seemed to come spontaneously from the student leaders.

On May 4, the election and count committee met to lay complete plans for the election. A polling place (ward) was set up for the home-rooms (precincts) on each floor. A list of eligible voters by floors was arranged and distributed to each of the wards for use on election day. The chairman of the County Supervisors agreed to provide official booths and ballot boxes for each of the polling places. A judge and a clerk, both students, were assigned to each ward during election hours. Election day came—May 8—and over 75 per cent of the student body went to the polls and voted, thus showing that youth can, and will, assume the rightful responsibilities of citizenship.

The organization meeting was called to order by the elected "mayor" on May 10. At this meeting choices of commissions were assigned on the basis of first choice to the "commissioner" receiving the largest number of votes, etc. The sponsor suggested study areas for youth day, including scope of duties, expenditures, personnel, preparation and future needs. This was a safeguard against wasting the day, and, at the same time, a guide for learning. Appointments were made at this meeting—police chief, from the junior class; fire chief, from the sophomore class; and corporation counsel, from the freshman class.

At 9:45 A.M., on May 15, the five elected and three appointed students met at the city hall. The sponsor made the introductions, pictures were taken by the newspaper photographer, and the commission meeting (students and officers) got under way. After this session, students and officers went together about the business of the day.

One of the values of this series of experiences was the follow-up report over the high school radio, Station WEPS-FM. The participants for forty-five minutes on May 17 gave local listen-

ers, as well as many students in the classroom, a full report of their "day in responsible office." Written reports were collected, duplicated and distributed to each homeroom in the school. On May 22, the evaluation committee met, and in its report, made several suggestions for improving future Youth Government Days in Elgin.

The program, which was a dynamic, moving thing for five weeks, was again most worthwhile. Students, faculty, administration and the city officials are all agreed that we have a practical method of citizenship training which must be continued.

#### ACCOUNTS AND FINANCE\*

As commissioner of accounts and finance, I spent most of my time finding out what the sources of revenue are and how they are apportioned to the various departments. There are nine major activities through which our city collects; the main one being the general property tax. This tax is divided, giving a certain per cent to each one of the many funds, such as, police pensions, firemen pensions, fire protection, garbage, public parks, and general obligation funds.

All of these are enough to keep anyone busy, but in addition the commissioner signs all the fishing and hunting licenses and keeps a record of all birth and death certificates. It was not until 1909 that births could be registered in the city, so many persons do not have regular birth certificates. Since it is often necessary to present this certificate to obtain a job, it is possible to get what is known as a "delayed" birth certificate. A person fills out the required blanks and then has two blood relatives who are older than he, if possible, sign with him.

One man was very disappointed because he would not be able to accept a good job since he had no older blood relatives. Mr. Brightman looked through his books and found no provision saying the relatives had to be older; so this man brought in his eight-year old daughter who signed her name with that of her father thus verifying the date of his birth.

To assist in carrying out these tasks there are several others in addition to Mr. Bright-

man. The City Collector handles all the money coming in for licenses, water bills, etc., directly. He then turns the money over to a woman who is in charge of keeping the books and distributing the money. Another woman's job is to make two or three copies of all certificates to be filed in other offices. Mr. Brightman explained to me that like other executives, it is not his job to manage these affairs directly but rather to supervise. He, along with the other commissioners, is interested in handling the legislation of the city and in directing its work.

I asked Mr. Brightman what preparation was necessary to become a commissioner and he replied, "All any fool has to do is put his name on the ballot and be elected." Of course, it is easy to see that it is not that simple, but he does have a point. One does not find party politics in a Mayor-Commission form of government. Some men advertise more than others, but most of the campaigning is done to acquaint the people with the candidate.

When the commissioners are elected, they decide among themselves who is to head each department. For this reason specialization in one field is not necessary. Business experience is often a help and other qualifications which are important are honesty, not only in money matters, but also in doing what is best; good sound conservative judgment, and the ability to work with others for the good of the city as a whole rather than the direction of one particular job.

Since the main purpose of this department is to handle the financial affairs of the city, the major problem is to balance the budget. A maximum tax rate is established by the state, which keeps the city officials from raising the taxes to meet their needs. Last year the expenses of our city exceeded the funds by \$86,731.91. Previously, this had been corrected by eliminating some of the park employees, teachers, and others whose services are desirable, but not necessary. Some other possible solutions are to increase the water rate, which is still low, and to require all businesses to buy a license.

#### STREETS AND PUBLIC IMPROVEMENTS

David H. Coulson, Commissioner

At nine forty-five the group of young people who were to "take over" the main offices of the

\* Editor's Note: Following are the verbatim student reports as written and distributed to the pupils of Elgin H. S.

city for a day, met in the Mayor's office. The mayor introduced and installed us in our respective positions.

As commissioner of streets and public improvements, I had as my advisor and "assistant," Mr. Struckman, who came in at ninety, found me reclining in the chair of the commissioner of streets.

The first thing we did as a group was to gather around the council table with our "assistants," and discuss the business of the week.

Many things were brought up, but little was decided upon. We talked about eliminating the sub-division near the Isaac Walton home and decided to give part of it to the home. We talked about a loading zone needed by the J. C. Penny Company. This discussion was held over.

Some lawyers were present at the meeting to present their bids for the new street lights in Elgin but a planned meeting with these lawyers was arranged. Great care is being taken in assigning this contract.

There was some talk about a new ordinance for fire protection for homes outside the city, and the Illinois Hydraulic Co. bid to move a certain pumping station for the city.

The council was then adjourned after a written move by the commissioners.

In my office as commissioner of streets, I first heard a complaint about a basketball net in a street on the West side, which was supposed to be causing a nuisance. The police said that they had no power to do anything about it, so the street department took the advice of corporation counsel, Paul Plath, and his assistant, "Ben Morgan" and undertook the task of removing the nuisance. My foreman, Fred Meyers was sent up to negotiate, and everything turned out fine. The only thing about a street commissioners job is that even though you may satisfy one person you are sure to dissatisfy someone else. The bad weather was responsible for the delay in repairing the streets after a winter that has done more damage to our streets than ever before. The chief duties of the street department is to maintain and keep clean our streets. During the winter this is a difficult job. The street department has nothing to do with new streets or lighting. This is in charge of the Board of Local Improve-

ments, and made up of the Mayor and his four commissioners.

Needless to say the chief need of the department is money. The income of the department has remained the same, but the outgo, due to far higher costs, has increased enormously. The main sources of income are vehicle taxes and assessments. The state allocates \$4,000.00 for the upkeep of state highways which pass through town, but this is not nearly enough to do an adequate job. The new black top streets in Elgin are mortgaged, and in order to black-top St. Charles Street this year, the street department needs to renew its mortgage and receive some aid from the State.

The department employs twelve men. Frank Henry, who is the familiar street cleaner around Elgin, is one of the department's best and most dependable men. The foreman of the department is Fred Meyers, who is in charge of the other ten workers.

I asked Mr. Struckman how he came to be street commissioner, and he said he ran because he figured he could do a better job than anyone else. He had been a contractor since 1903 and certainly has had plenty of experience.

His job is the hardest of all of the commissioners and very few men have lasted as long as he has and retained good health.

I made a tour of inspection of the city streets and saw what a tremendous task it is to fix every street in all of Elgin. Patching is going at full speed and there are very few bad holes in the streets of Elgin at the present time.

I will conclude my report by saying that I appreciate the student body electing me to be commissioner for a day. It certainly was a wonderful experience and I hope that in return this report will adequately cover your interests.

#### CORPORATION COUNSEL

Paul J. Plath

Our day as city leaders started off with the appointed student mayor and commissioners meeting at the city hall. Our first stop was the Mayor's office. Here we met His Honor who in turn introduced us to our respective leaders for the day. I was privileged to have Attorney Morgan as my leader for the day. I found him to be a very congenial and helpful host.

The Council meeting was the big event of the day where we observed our city government in action. The meeting was called to order



by Mayor Morton and minutes of the previous meeting were read by the clerk. New business was then in order. The most important business of the meeting was a discussion on the bids for the new lighting project. A tract of land near Trout Park was also discussed. This concluded the Council meeting for the day.

Attorney Morgan and I then proceeded to his office in the Tower Building. Attorney Morgan introduced me to his secretary. We proceeded to his law office which was very homely looking. The only part that made it look like a law office was the files and his law books. I then asked him the following questions about the office of the City Attorney:

1. What are the duties of the Corporation Counsel?

The city Attorney represents the city in all law suits.

The city Attorney makes out all city ordinances, and advises the Council in all legal matters.

The last duty of the City Attorney is to write all city contracts.

2. The personnel of the department?

Attorney Morgan and his secretary comprise the personnel of the department. Because of the population Attorney Morgan said that they have two Attorneys.

3. The amount it costs the city to keep up the office of city Attorney?

The Attorney stated that it cost between \$5,000 and \$6,000 a year.

4. Preparation for Corporation Counsel.

Attorney Morgan stated that if you wanted to become City Attorney that you would have to have four years of college, and three years of Law School.

#### PARKS AND PUBLIC PROPERTY

Ginny Landwehr, Commissioner

"Things are different when you are on the outside looking in than when you are on the inside looking out." This idea was impressed upon Youth Day officers by our own city leaders. I am indeed thankful for having had the opportunity of being on the inside looking out for one day. We all criticize our city government, for that is one of our privileges. It is a good thing for all of us to constructively criticize, for that is the only way we will grow.

As commissioner of parks and public property one has to be a "Jack-of-all-trades." Mr.

Zimmerli is just that. He is a supervisor, for there are, during the summer months, fifty men under his management. He has to be an economist because it is necessary for him to live within a budget. This department is given between \$55,000-\$57,000 annually. Of this total sum \$30,000 is spent for salaries. Mr. Zimmerli also has to be a mechanic. He buys all necessary equipment for our three large parks, our eleven small parks and our cemetery. He wants to buy the best and cheapest gas and oil for our equipment. He has to be familiar with sprays for the golf course, power motors, and electricity. Lastly, he has to be a politician. When awarding a contract, for example, he must be careful to keep the local unions happy and still award the contract to the lowest bidder. During the city council meeting in the morning we were present when some of the contractors came to talk about the installation of the mercury lights for our downtown area. The stores along the streets where the lights are to be placed are paying 90 per cent of the cost of the project and the public will pay the remaining 10 per cent. There is disagreement among our council at the present time as to whom the contract should be given. I was happy to see that our commissioners and mayor do not all think the same way, for, in most cases, we probably get a better job done that way.

Commissioner Zimmerli visits all of the parks and the cemetery twice daily. I went with him while he inspected. I was introduced to the man who takes care of our high school park. Before he said, "Hello" or "How do you do," he said, "Please tell those kids to pick up their papers." The message has been conveyed.

At one time all public buildings were under the jurisdiction of Mr. Zimmerli. The duties then were too bulky and had to be divided. The library is a separate tax and body. The schools are taken care of by the school board, and the sanitary district is under the county board. It might be well to mention that our cemetery is self-supporting. We have approximately 300 burials a year. No tax money is used.

I would again like to illustrate the fact that this commissioner must be capable of many things. There are 400 baseball teams in Elgin. We have only three hardball diamonds. Mr. Zimmerli must plan a schedule for these 400 teams plus a practice schedule.

The lights at Wing Park recently installed to make possible night baseball have turned out to be somewhat of a problem financially. Electricity is public property, and therefore comes under this department. There are 140 bulbs of 150 candle power each. One bulb represents more light power than is found in the average home. Thirty-six of these bulbs burned out and the bill amounted to \$148.00. This explains why the park department asks teams to pay for the use of the lights.

Mr. Zimmerli has served the people of Elgin for many years. Previous to his work in city government he was a mechanic. I asked him what Elgin could do in the future as far as parks and public property are concerned. He said that soon it would be necessary to open a new section in the cemetery. He thinks that some day we may be able to add some new parks on the outskirts of our city.

The day proved to be an enjoyable and worthwhile experience and I want to sincerely thank the students, the school and city administration for the opportunity of being "Commissioner for a day."

#### DEPARTMENT OF HEALTH AND SAFETY

John Thornton, Commissioner

##### Duties:

The duties of the commissioner of Health and Safety are no less broad than the full "sweep" of Elgin "housekeeping." He acts upon the assumption that a clean city is a healthy city, and all projects for the prevention and control of disease in any form are under his jurisdiction. The Commissioner supervises and directs all of the functions of the Health Department, which are these: garbage collection and disposal, quarantine of contagious disease, milk sanitation, restaurant and food handlers inspection, city dumps, and collection of bottles and cans.

The prime necessity for the health of any community is safe and dependable water supply. The Commissioner is also the Superintendent of the Water Department. He is directly responsible for an ample supply of the best quality water possible for daily use or sudden emergency. This must be furnished at the lowest cost possible, and still allow funds available and adequate for all extensions and improvements in the system. All new wells, additional storage, improvements for water treat-

ment and extension of water mains for new customers must be paid for by water revenue. Note: No tax funds go to this department!

However, these duties do not conclude the long list of headaches which the commissioner encounters daily. He is a member of the Zoning Board of Appeal, which regulates the construction of new structures, prevents the merging of resident districts and business areas, and issues building permits. This is an important duty—for Elgin's growth must not be unruly. Personnel:

The Health Dept. employs sixteen people. They include the health officer and Quarantine Officer, the Milk Sanitarian and Farm inspector, a clerk, incinerator operator, and garbage truck drivers and helpers.

The Water Department employs twenty-nine people to manage the efficient pumping, purifying and distributing of our water. At the head of the list, of course, is the Chief Engineer and Chemist, who is in charge of all the wells, pumps and water treatment. Four operators and seven laborers work in this above mentioned division. Three office workers send out the 39,000 water bills which go out each year, post credits, and maintain the systematic files of the department. Since all water is sold through meters, a foreman and four assistants, read, install, and repair the water meters of Elgin. This group must be distinguished from the Distribution System employees—a foreman in charge of eight laborers maintain the valves, hydrants, and water mains. They install all new services and water main extensions.

##### Future needs:

A progressive city will undoubtedly encounter many needs both great and secondary, in order to promote efficient service and alleviate tax costs! Several of the future needs have been expressed by our commissioner. They are, a change in lime-feeding system for water treatment (which create a savings in supplies and help in the prevention of accidents), an elevated storage tank, and an emergency reservoir.

We, the citizens of Elgin can be extremely proud of our Department of Health and Safety—the commissioner—those who are employed in the division. These people are by all means of credit to our health and safety! Please, because of their working in the city hall, do not

mistake them for politicians—they are the specialists of our safe living—they're representative of the city "We" will manage tomorrow.

### *HAVE YOU PAID YOUR WATER BILL?*

POLICE CHIEF

Jerry Shott

My day as Chief of Police was a very exciting experience that I'll never forget. We all met at the mayor's office, and, after a brief talk with him, were assigned to our respective places,—mine being downstairs. Chief Huber was out when I came, so Lieutenant Lloyd introduced me to the desk sergeant who explained the complicated radio process to me. After this I rode around in a squad car while it patrolled the downtown area. During this time we investigated broken windows at a local distributing company. The windows were broken by the locks but no entrance was gained. At 11:30 we reported back to the city hall where our pictures were taken. At noon we went out to the "Red Lion" where we were treated with huge steaks. In the afternoon Lt. Lloyd showed me the extensive files where there is a record of almost everyone in Elgin and in the United States that has a criminal record. There are cards in that file for even Hallowe'en or for breaking street lights. I wasn't surprised to find my name in these files. The remaining time in the afternoon I was shown the cells, the darkroom and every other part of the station.

The police force consists of 41, 40 of which are men, and the other is the secretary. Of the 40 men there are a chief, 5 lieutenants, 3 sergeants and 31 officers. The requirements for becoming a policeman are varied, the most important being height, weight and age.

The most helpful aid the police force has today is the radio. The FM station has a range of 50-60 miles, and it covers about 20 to 25 surrounding towns.

The police force in Elgin is doing a very good job of keeping our citizens free from crime. The crime rate in Elgin is far below the average for cities of our size.

FIRE CHIEF

Sue Linder

Being appointed fire chief for youth day was indeed an honor, and an experience that I shall

never forget. To familiarize you a bit more with our Elgin Fire Dept. I would like to tell you of my big day as "Chief."

It all started when I was escorted to Chief William A. Schultz's office by Deputy Joe O'Leary, who then seated me at the Chief's desk, shoved a book under my nose, and began explaining the very complicated process of recording a fire, yes, fires, heart attacks, drownings, and every other detail ranging from false alarms to the buying of a new hose. I'm sure you would all be amazed, as was I, if you knew exactly how much work our firemen put into various jobs for the city. Yet they get so very little in return from the citizens. After going through recording books I was taken around the upper floor of the station where I was shown the very pleasant surroundings and living quarters of the men. Again I was taken downstairs where the lieutenant took over and explained everything about their 1948 model truck, and the differences between this one and the older models.

The chief then came in and I was very fortunate in meeting such a fine and well-liked man. Chief Schultz and Linder then went over to station five where I watched the testing of hoses and also met six other very fine men. From there we went to South Elgin to see exactly how they bottle oxygen for the inhalator. This proved to be very interesting and worthwhile. The Chief and I then went over to the number two station where I learned the procedure of dragging for a body. After leaving there, we went to the number 16 firebox on the corner of Brook St. and Jefferson Avenue where the Chief tested it. This is a very old and unpopular method of alarm since these boxes have been in existence since 1903.

Finally the big event of the day arrived, we went back to the Number One station where I had my first ride in the fire truck. It was surely a thrill to be able to ride in such a wonderful and well-equipped truck.

I seriously believe the men of the Elgin Fire Department deserve a great hand and much more support than we have been giving them. Everyone should be thankful that we are protected by such a capable group of men, and realize what a fine job they are doing for you, the citizens of Elgin.



## Topic T 12. The American Revolution

### STUDY OUTLINE

1. On the Eve of Revolution: colonial and British views on colonial rights and British authority; effects of non-enforcement of Parliament's colonial laws
2. British Empire, 1763, and New Imperial Policy: George III; changes in imperial policies, and why; Sugar, Billeting, and Stamp Acts, 1764-1765
3. British Policies and Acts Inciting Opposition
  - a. Writs of Assistance, and the Parson's Cause—British authority challenged
  - b. Opposition to Stamp Act; Stamp Act Congress; boycotts; Sons of Liberty
  - c. English reactions; Stamp Act repeal, passage of Declaratory Act; effects
  - d. Townshend Acts, 1767: purposes and provisions; opposition re-kindled; Massachusetts Circular Letter; repeal, except a tax on tea
  - e. Increase of British forces in Boston—why? Significance of Boston Massacre
4. From Opposition to Open Rebellion
  - a. Views and activities of Samuel Adams, Jefferson, Henry and other Patriots
  - b. Committees of Correspondence; stronger inter-colonial organization
  - c. Boston Tea Party; consequences
  - d. Intolerable Acts of 1774; effects
  - e. First Continental Congress and its acts; British rejection of colonial pleas, and counter offers; the Continental Congress as a notable "step toward union"
  - f. Open rebellion: Battles of Lexington and Concord; siege of Boston; colonial military preparations; acts of Second Continental Congress; divided sentiment—Patriots and Loyalists
5. Campaigns in the North
  - a. Battle of Bunker Hill; Washington made commander-in-chief; Patriots take Boston
  - b. Patriot victories at Crown Point and Ticonderoga and failure in Canadian campaign
6. Open Rebellion Becomes War of Independence
  - a. Continental Congress as central government; Articles of Confederation; new state governments
  - b. War experiences in 1775 foster independence; effect of Paine's remarkable pamphlet, *Common Sense*; Declaration of Independence; its consequences
7. Campaigns in the Middle States
  - a. British take New York; Washington's flight across New Jersey and seeming collapse of Patriot cause; victories at Trenton and Princeton
  - b. British plan to split colonies; Howe's fateful digression to Philadelphia; St. Leger's failure; Burgoyne's surrender at Saratoga; the French alliance and other results
  - c. Significance of Valley Forge; Philadelphia evacuated, and Battle of Monmouth; Arnold's treason
8. Campaigns in the South
  - a. British successes, 1778-80; defeat of Gates at Camden; Patriot-Loyalist warfare
  - b. Guerrilla warfare by Patriots; campaigns of Greene and Morgan
  - c. How Washington, with French aid, captured Cornwallis at Yorktown; results
9. War in the West: colonial movement westward despite Proclamation of 1763; English expedition into Northwest; George Rogers Clark wins Northwest
10. War on the Seas: beginnings of American navy; privateers war on British commerce; John Paul

Jones's victories; foreign, particularly French, naval aid to Patriots; British naval dominance

11. Other Patriot Wartime Activities
  - a. Financing the war: lack of coins, paper-money inflation; loans, domestic and foreign; tax difficulties
  - b. Foreign missions: to Spain and Netherlands; Franklin's success in France; reasons why European nations favored Patriots
  - c. Civilian wartime conditions; popular support divided and wavering
12. Reasons for Patriot Success
  - a. Poor British generalship, unwise use of foreign troops; British difficulties of supply and communication; insufficient British forces and inadequate Loyalist support
  - b. Devotion of Patriot leaders—American, French, German, Polish, etc.; indispensable French aid; British conflict with several European powers
13. Treaty of Paris, 1783; historical significance of the American Revolution

### AIDS TO LEARNING

#### AUDIO-VISUAL

- Land of Liberty, Reel 1 (to 1805; 20 min.); "Give Me Liberty" (color, 21 min.); Boston Tea Party (10 min.) (16 mm. sound films). Teaching Film Custodians, Inc.
- Declaration of Independence (16 mm. sound film; 20 min.). Teaching Film Custodians, Inc. (and others)
- Eve of the Revolution; Declaration of Independence; Vincennes; Yorktown (16 mm. silent films; 36 min. each). Chronicles of America Photoplays, by Yale University Press
- The Story of Our Flag (16 mm. sound film; 11 min.). Knowledge Builders, 625 Madison Avenue, New York 22
- Benjamin Franklin (16 mm. sound film; 20 min.). Encyclopedia Britannica Films, Inc.
- The Revolutionary Period & George Washington; Declaration of Independence; Drums Along the Mohawk (filmstrips). Pictorial Events
- The American Revolution; The Flag Is Born (filmstrips). Society for Visual Education, Inc.
- Contributions to American Independence, (filmstrip). Filmfax Productions
- The Birth of Our Freedom (filmstrip). Popular Science Publishing Co., Audio-Visual Division, 353 Fourth Avenue, New York 10
- Thomas Jefferson: Man and Patriot; Public Servant (filmstrips). Creative Arts Studio, Inc., 1223 Connecticut Avenue, N.W., Washington 6, D. C.
- The Revolution (31 slides). The Pageant of America Lantern Slides, by Yale University Press
- A Nation Is Born (40 plates). Informative Classroom Picture Publishers

#### HISTORIES

- J. T. Adams, *Provincial Society*; E. B. Greene, *The Revolutionary Generation (A History of American Life, vols. 3, 4)*
- C. Becker, *The Eve of the Revolution*; F. A. Ogg, *The Old Northwest*; C. L. Skinner, *The Old Southwest*; G. M. Wrong, *Washington and His Comrades in Arms (The Chronicles of America, vols. 11, 12, 18, 19)*
- G. E. Howard, *The Preliminaries of Revolution*; C. H. Van Tyne, *The American Revolution (The American Nation, vols. 8, 9)*
- W. Wood & R. H. Gabriel, *The Winning of Freedom (The Pageant of America, vol. 6)*
- J. T. Adams, *Album of American History, I*; G. Bancroft, *History of the United States, III-V*; C. A. & M. R. Beard, *The Rise of American Civilization, I*; M. M. & H. F. Carlton, *The Story of the Declaration of Independence*; E. Channing, *History of the United States, III*; S. Comstock, *Roads to the Revolution*; S. G. Fisher, *The Struggle for American Independ-*

<sup>1</sup> This is twelfth of a series of History Topics for American History prepared by Morris Wolf, Girard College, Philadelphia, Pa.



## MCKINLEY'S OUTLINE MAPS. NO. 196 b. EASTERN UNITED STATES



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## MAP STUDY FOR TOPIC T12. THE REVOLUTIONARY WAR

1. Mark the principal campaigns and battles of the war.
2. Show the United States in 1783.

The TIMES are  
Dreadful,  
Dismal  
Doleful  
Dolorous, and  
DOLLAR-LESS



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Thursday, October 31, 1765

THE

NUMB. 1195.

# PENNSYLVANIA JOURNAL; AND WEEKLY ADVERTISER.

EXPIRING: In Hopes of a Resurrection to LIFE again.

I AM sorry to be obliged to acquaint my Readers, that as The Stamp Act, is fear'd to be obligatory upon us after the First of November ensuing, (the fatal Term.)

the Publisher of this Paper unable to

bear the Burthen, has thought it expedient to stop a while, in order to deliberate, whether any Methods can be found to elude the Chains forged for us, and escape the insupportable Slavery, which it is hoped, from the last Representations now made against that Act, may be effected. Mean while, I must earnestly Request every Individual

of my Subscribers, many of whom have been long behind Hand, that they would immediately Discharge their respective Arrears, that I may be able, not only to support myself during the Interval, but be better prepared to proceed again with this Paper, whenever an opening for that Purpose appears, which I hope will be soon.

WILLIAM BRADFORD.

WHAT WERE THE FEELINGS OF THE EDITOR ABOUT THE STAMP ACT?



This picture from the Chronicles of America Photoplay "The Declaration of Independence," reproduces the setting in Independence Hall. What figures can you identify? Used with the permission of the Yale University Press.

ence; J. Fiske, *The American Revolution*, I, II; J. C. Fitzpatrick, *The Spirit of the Revolution*; G. S. Foster, *George Washington's World*; J. C. Miller, *Triumph of Freedom*; R. D. Paine, *The Fight for a Free Sea*; C. H. Van Tyne, *The Causes of the War of Independence*; T. J. Wertenbaker, *Father Knickerbocker Rebels*

**Biographies:** H. S. Allan, *John Hancock: Patriot in Purple*; J. Axelrad, *Patrick Henry, the Voice of Freedom*; T. Boyd, *Mad Anthony Wayne*; I. Brant, *James Madison, the Virginia Revolutionist*; J. Darrow, *Nathan Hale*; L. W. Dean, *Old Wolf* (Putnam); A. C. Desmond, *Martha Washington, Our First Lady*; J. Eaton, *Leader by Destiny* (Washington), *That Lively Man, Ben Franklin, and Young Lafayette*; E. Forbes, *Paul Revere and the World He Lived In*; B. Franklin, *Autobiography*; P. Guedalla, *Fathers of the Revolution*; R. V. Harlow, *Samuel Adams, Promoter of the American Revolution*; S. Holbrook, *Ethan Allen*; G. W. Johnson, *The First Captain: The Story of John Paul Jones*; R. F. Lockridge, *George Rogers Clark, Pioneer Hero of the Northwest*; H. Nicolay, *The Boys' Life of Alexander Hamilton, The Boys' Life of Benjamin Franklin, The Boys' Life of Lafayette, The Boys' Life of Washington*; E. S. Parry, *Betsy Ross, Quaker Rebel*; H. W. Van Loon, *Thomas Jefferson*; O. Wisler, *The Seven Ages of Washington*; W. E. Woodward, *Tom Paine: America's Godfather*. In *American Statesmen Series*: J. H. Hosmer, *Samuel Adams*; J. T. Morse, Jr., *Benjamin Franklin*; M. C. Tyler, *Patrick Henry*. Consult *Dictionary of American Biography*

#### ATLASES

*Harper's Atlas of American History*; C. L. & E. H. Lord, *Historical Atlas of the United States*

#### STORIES

I. Bacheller, *In the Days of Poor Richard and The Master of Chaos*; J. Boyd, *Drums*; W. Churchill, *Richard Carvel*; J. F. Cooper, *The Pilot and The Spy*; W. D. Edmonds, *Drums Along the Mohawk*; E. Ellsberg, *Captain Paul*; E. Forbes, *Johnny Tremain*; P. L. Ford, *Janice Meredith*; W. L. Goss, *Jack Gregory*; N. Hawthorne, *Grandfather's Chair and Biographical Stories*; J. A. Kjelgaard, *Rebel Siege*; B. Lancaster, *Guns of Burgoyne and Trumpet to Arms*; C. L. Meigs, *The Trade Wind*; S. W. Mitchell, *Hugh Wynne, Free Quaker*; H. Morrow, *Let the King Beware!*; E. Page, *The Tree of Liberty*; R. D. Paine, *Privateers of '76*; K. L. Roberts, *Arundel, Oliver Wiswell, and Rabble in Arms*

#### SOURCES

H. S. Commager, *Documents of American History*, 32-74; H. S. Commager & A. Nevins, *The Heritage of America*, 25-42; A. B. Hart, *American History Told by Contemporaries*, II, chs. 21-35; F. Monaghan, *Heritage of Freedom*, 5, 6, 8-21, 44, 46, 69-71, 88; D. S. Muzzey, *Readings in American History*, Chs. 4, 5; *Old South Leaflets*, 2, 3, 15, 47, 68, 86, 97, 98, 152, 156, 173, 199, 200; T. Paine, *Common Sense and The Crisis*; *Veterans of Foreign Wars, America*, III ("Revolution")

#### CALL FOR AID TO WIN THE WAR

The letter below shows the difficulties which faced Congress and Washington, after the enthusiasm of the early years of the war had worn off.

From the Committee of Co-operation of the Continental Congress, to Governor Livingston.

Camp Tappan, August 19, 1780.

Sir,—When America stood alone against one of the most powerful nations of the earth, the spirit of liberty seemed to animate her sons to the noblest exertions, and each man cheerfully contributed his aid in support of her dearest rights. . . . If then such patriotism manifested itself throughout all ranks and orders of men among us, shall it be said at this day, this early day of our enfranchisement and independence, that America has grown tired of being free?

. . . In the early stage of this glorious revolu-

tion we stood alone; we had neither army, military stores, money, . . . The undertaking was physically against us, but Americans abhorred the very idea of slavery; therefore, reposing the righteousness of their cause in the hands of the Supreme Disposer of all human events, they boldly ventured to defy the vengeance of a tyrant, and either preserve their freedom inviolate to themselves and posterity, or perish in the attempt. . . . At this day America is in strict alliance with one of the first nations of the earth, for magnanimity, power and wealth, and whose affairs are conducted by the ablest statesmen, with a Prince at their head who hath justly acquired the title of the protector of the rights of mankind. A respectable fleet and army of our ally are already arrived among us, and a considerable reinforcement is hourly expected, which when arrived will give us a decided superiority in these seas; . . . Another powerful nation, (Spain) though not immediately allied with us, yet, in fighting her own, she is daily fighting the battles of America, . . . An army we have now in the field, part of whom are veterans, equal to any the oldest established can boast. Our militia from a five years war, are become inured to arms. You have at the head of your army a general, whose abilities as a soldier, and worth as a citizen, stands confessed even by the enemy of his country. Our officers of all ranks are fully equal to the duties of their respective stations. Military stores are within our reach; our money, though not so reputable as that of other nations, . . . will shortly emerge from its present embarrassed state, . . .

Shall it be said that when Providence had benignly put into our hands the most essential means of obtaining by one decisive blow the inestimable prize we have been contending for, it was lost—disgracefully lost—for want of proper exertions on our part? . . .

These reflections arise, sir, from the extraordinary backwardness of some states, and great deficiencies of others, in sending the men into the field that were required of them near three months ago, and ought to have joined the army fifty days past, and an apprehension . . . that the good intentions of our generous ally will be totally frustrated by our unpardonable remissness. Our former letters to the states have been full on this . . . subject. . . . the force of our ally now with us, and the shortly expected arrival of its second division, must clearly evince the utility of our army being put in a condition to undertake an enterprise which if successful, must give a deadly wound to our unrelenting and ambitious foe. But what apology can be made, if when the commander-in-chief of our army should be called on by the commander of the forces of our generous ally, and informed he is ready to undertake with him whatever measure he shall think proper to point out, he shall be reduced to the cruel necessity of acknowledging his inability to engage in any enterprise that can possibly redound to the honor or reputation of the arms of either nation. Sir, the reflection is too humiliating to be dwelt on . . .

You must pardon us, worthy sir, for the freedom with which we have now declared our sentiments . . . America wants not resources; we have men . . . more than sufficient to compose an army capable of answering our most sanguine expectations; and our country teems with provisions of every kind necessary to support them. It requires nothing more than a proper degree of energy to bring them forth to make us a happy people. This, we trust, sir, the state over which you preside, will show no reluctance in contributing her aid to, by taking such decisive measures as will without loss of time, bring into the field the remainder of your quota of men, that have been required for the campaign. The articles of provisions, forage and teams are no less important than men, . . . —From the *Correspondence of the Executive of New Jersey, 1776-1786*, pp. 248-253.

In its war efforts the Congress found what difficulties with the states? On what grounds did it appeal to state governors? Were the colonists as united against England in 1775 as this letter suggests? At this time was France really flourishing under Louis XVI?



# Study of Geography Strengthens Citizenship

RAUS M. HANSON

*Madison College, Harrisonburg, Virginia*

Each social science is a study of the activities and undertakings of groups of people. Man has found a huge amount of information regarding the interests, activities, and undertakings of groups. The very large amount of the information has led to the sub-divisions which are called history, government, economics, sociology, and geography. Each sub-division is primarily concerned with groups of people instead of with individuals. Each sub-division is based on a different type of information.

History is based on information about the undertakings of groups in any past time. Whenever the history of one individual is written, the material which counts most is what he did while living as a member of his group.

The study of government is based on the laws passed by legislative bodies and the decisions made by recognized courts. This information regarding laws and court decisions is used to learn how they have influenced groups in their governmental undertakings. The influence of the information on present-day planning of groups within specific areas is also studied.

The study of economics is based on mathematics as used in financial affairs. Men have gathered mathematical information about how groups have successfully managed their investments and their financial plans. This mathematical information can be used by similar groups with similar economic conditions in order to have a greater likelihood of sound financial arrangements.

The study of sociology is based on information regarding the welfare of groups of people as they are influenced by their social, moral and community surroundings. The human relationship of people within groups is the part of the environment which the study of sociology emphasizes. Some of the plans made by sociologists have a basis in law while other plans are based on customs and accepted behavior.

The study of geography considers group

undertakings as they are influenced by the total environment of each group. The total environment includes at least four kinds of environment—natural, cultural, social, and economic. The last two are largely taken care of by the other social sciences, sociology and economics. For this reason, they are not omitted from geography but they are given somewhat less emphasis in the study of the subject.

Information regarding the natural environment is supplied by the physical and the biological sciences. The physical sciences include astronomy, chemistry, geology, meteorology, and physics. It is to be noticed that their material is not alive. The biological sciences include a number of different subjects, such as botany, zoology, anatomy, and bacteriology. The basic material studied in each of the biological sciences has had life. Many of geography's bases differ from those of other social sciences but, like them, the subject emphasizes the activities of groups of people.

A geographer defines cultural environment as the material surroundings which man has changed in order to give his groups greater advantages. Man places an all-weather surface on a road in order to be able to travel at any time of year. He takes rocks or other material from the land and modifies them in order to build himself a house. The improved road and the house are examples of cultural environment.

A group of people lives within an area having one government; therefore, they live and work within the boundaries of a political unit. The political unit may be either a country or a division of a country such as a state, a county, or a city. *Political* geography is the subject dealing with an area as it influences the living and working of the people who are under one government.

*Regional* geography is the study of a group which lives within a distinct natural area, such as a river valley. Other examples of re-

gions may be coastal plains, mountainous areas, or groups of islands. Regional geography includes the undertakings of people as they are influenced by the soil, climate, and other conditions belonging to a distinct natural area.

A product which is grown to be sold is called a commodity. Those people may be a distinct group who live in an area with one commodity as their outstanding interest. Cotton is an example of a commodity from a distinct area. Whenever the areas producing commodities to be sold are studied, the subject is called *economic geography*.

A class may be studying political geography, regional geography, economic geography, or some other type. Modern geography stresses groups of people in whatever type of geography the class may deal with. Modern geography has goals and purposes similar to those of other social sciences. One of these goals is stronger citizenship. Citizenship includes that which is done by individuals within a group.

Some attempts at citizenship improvement in the past have been disappointing. Perhaps a different kind of information needs to be used to build an interest in citizenship. Then the persons with that information would use that interest while they work in group undertakings. Geography emphasizes the present and looks to the future. For persons who want more emphasis on the present, material from geography may be used in strengthening citizenship. As an example, geography studies how people consider their surroundings in order to succeed in their occupations. A successful person can have more time in which he can share in citizenship undertakings in his community. That person believes in the value of emphasis on the present and the future; this results in his community activity which helps to build a stronger type of citizenship for him. If emphasis on the past makes some persons stronger in citizenship, those persons should use that information.

Changes in the earth have produced each resource which man uses. The changes producing some resources have been very slow so that millions of years have been needed to form the resource as it is found today. Geography students not only want to measure resources in each area but also consider the changes which have produced each resource. With this information, geographers talk about resources

which either can be replaced or cannot be replaced. The water and the forests are examples of replaceable ones because man can take care of them so that, within a century, they can be increased. Man may remove either coal or iron from mines. Millions of years are required for the formation of large stocks of iron and coal in the earth; for this reason, we call these minerals *irreplaceables*. As a citizen, each person needs to encourage every plan by which replaceable resources may be maintained in a way which continues to give advantages. Each one needs to face the reality of exhausting irreplaceable resources. A geography student may study both the processes of formation of irreplaceables and the rate at which man is using them. Then, as a citizen, he has guidance for his planning whenever irreplaceables are being used.

Everyone needs to plan in order to get benefits during a long time from all resources. To get these benefits, resources must be cared for and renewed when possible. This plan is usually called *conservation*. Our country needs informed voters who will insist that congressmen give dependable support to a conservation program. The voters need the information gained by a thorough investigation rather than statements of a few individuals' opinions. Special investigators who are employed by the national government have gathered dependable information about soils, land surface, minerals, and other resources. Newspapers are publishing more regarding the investigations so that voters can get this information.

Every citizen needs to learn that there are expenses whenever resources are maintained in a dependable manner. The money for paying those expenses must be carefully planned for. Prices of many products in the past could be low because no money was used in trying to keep the soil well-fertilized. Part of the present-day difficulties was caused by the low prices paid for farm products in the past. The low prices gave no profits which might have been the means for paying for a program of maintaining resources.

Persons who are successful in managing their own affairs are respected when they discuss needed improvements. Parts of the environment need to be changed. The arrangements for sanitation must be checked continually.

Improved plans are needed for draining water from areas where man has located his buildings. Attention must be continually given to the drainage of highway routes. The improvements are needed in the interests of comfortable, convenient, and successful living. Trained persons can help in planning these improvements. The trained persons have learned that they need support from the successful individuals of the community if improvements are to be carried to a successful completion.

Other countries have soils, minerals, and other resources which are different from ours. The people of the other countries will always be influenced by their surroundings. Therefore they must adopt a program which fits into their environment. Their surroundings influence what they can do as world citizens. Since nearly every country now has limits on immigration, many people in other countries cannot leave their home areas and move into a new country. Hence, as world citizens, Americans need to know the resources of other countries and how the plans of each country are always influenced by their surroundings. All persons should remember the limitations in fertile soil, valuable minerals, and other resources found in other countries. Otherwise, whenever an American asks the people in other countries to plan as we plan in the United States, he causes problems in world citizenship. Every teacher of a geography class studying other countries needs to see people in their surroundings. Their surroundings and their occupations largely influence the contributions which they can make as world citizens. Their

environment influences their ideas and points-of-view.

The people of the United States supply an example of environment's influencing different plans connected with democracy. People in other countries raise questions regarding how democratic some of our attitudes are toward labor. They question our attitudes on the customs of the voting franchise and educational arrangements. Whenever Americans have explained why our customs differ from those of other countries, the explanation is that our environment is different. In many parts of the world, our explanations lead to other difficult questions to be answered.

It is not easy to be a world citizen, but a study of geography gives a substantial basis for world citizenship. All people need a geographical basis for their local, national, and world citizenship. There is a part of the population which wants substantial, matter-of-fact information on which to base the plans and undertakings of citizenship. This group will readily respond to a geographical basis which is unemotional and requires no pep talk or flag-waving. This basis has procedures which require complete information rather than partial or selected information. In studying local, national, or world citizenship, geography has the advantage of being frankly willing to face any and every mistake. The mistakes may belong either to the past or to the present. Geography study can do this because the large part of its basic material lacks feeling. It appeals to those who use scientifically-gained information and then face the present and look to the future.

## The Teachers' Page

HYMAN M. BOODISH

*Chairman, Social Studies Dept., Dobbins Vocational Technical School, Philadelphia, Pa.*

On October 24 of this year, there occurred an incident in one of Pennsylvania's high schools that stirred up a great deal of newspaper reporting, editorial writing, and discussion, both among lay and school people. The affair started when a teacher at Lansdowne

High School refused to collect tickets at a school football game on a Saturday afternoon unless he were paid \$2.50 an hour for that work. He brought suit in Delaware County Court against the school board and asked for an injunction to prevent the board from forcing



him or any other full-time teacher to engage in extra-curricular activities without reasonable additional compensation. As of this writing, although the court refused the petition and the teacher agreed to collect the tickets, the case is still pending.

This incident among others, such as the current strike of New York teachers against conducting any extra-curricular activities without additional compensation, brings to focus a serious and important issue—the place of extra-curricular activities in the whole school program. The issue has several facets that need to be considered.

In the opinion of some educators, the term *extra-curricular activity* is a misnomer. If the term curriculum is broadly conceived, any activity which yields desirable educational outcomes is or ought to be part of the curriculum. Thus, if playing football, singing in a choir, or being a member of the debating, dramatic, or junior historians' club has educational value, then the organization and operation of these teams and clubs by the school should not be considered as extra-curricular but as part of the whole curriculum. Whether they are scheduled during the so called "regular school hours," or after these hours, is a matter that needs to be considered on its own merits. But that they should be scheduled is no longer a moot question.

However, irrespective of when activity programs are scheduled, they are time-consuming and require teacher supervision. People by nature and training seem to be resistant to change. Reorganization means evaluation, criticism, and sometimes stepping on vested interests. It is much easier and less disturbing to those who want peace of mind to have the *status quo* remain relatively stable, and if any changes are to be made, to have them in the form of patches and additions. This type of attitude is perhaps more true of governmental institutions, of which the public schools are one, than of private ones. Private schools, for example, are much more daring by way of initiating and experimenting with new ideas in education than are public schools.

When the activity program first came to be recognized as a desirable addition to learning, it became just that—an addition, an appendage attached to the regular school program. It was

recognized as something extra and teachers were asked to volunteer their services as sponsors. Some teachers did and some did not, depending upon their own personal interests and creative abilities. In the 1930's, when the depression hit us, and all jobs became scarce, teaching became one of the more desirable professions. However, the bargaining power of the individual applying for a teaching position was so weakened because of the great number of applicants for any one vacancy, that superintendents and boards of education could demand almost anything of a prospective instructor in return for a job. A teacher had not only to teach, but be able to coach a football team, lead orchestras, sponsor various types of clubs, and attend all parent-teacher association meetings.

Now, with inflation upon the teacher, it is natural for him to question the extent to which he should be responsible for extra activities. The incident in Lansdowne and the strike in New York are merely two of the many eruptions that are taking place. The problem is a many-sided one, and it ought to be considered both in terms of teacher compensation and educational value. First school administrators and teachers must decide what is a fair working day; second, what is a decent salary for the teacher; third, what are the desirable programs, both the traditional classroom type and the activity type, which ought to be offered to the student; fourth, what is a fair working or teaching load. This last point should take into consideration the maximum efficiency of teaching in terms of the various duties and responsibilities that go with good teaching. Time should be allowed, also, for lesson planning, marking papers, conferences with pupils, professional meetings, field trips, as well as sponsoring pupil activities such as history and debating clubs, and actual teaching in the classroom.

The problem of the length of the school day, as well as the length of the school year, also enters into the picture. Many teachers are opposed to making the school day longer for various reasons. Some feel that the teaching load as it exists today during the regular school hours already adds extra hours of work after school in the form of marking papers, lesson planning, and general professional prepara-



tion. Others feel that lengthening the school day, even with a commensurate increase in salary, is undesirable, because in the long run inflation may catch up with salaries and then the teacher will be working a longer day and still receiving an inadequate wage. At present, at least, a teacher can obtain some part-time work after school or in the evening. It is conceivable that the whole problem of educational outcomes in terms of curriculum and teacher activities has perhaps not been thoroughly thought out in recent years.

The lengthening of the school year runs into similar opposition. There are obvious merits in adding another month to the school year during which teachers as well as administrators and supervisors could, during the extra month, attend in-service courses or workshops, visit homes of students, or travel for self-enrichment and thereby become better teachers.

It doesn't seem like too many years ago that the writer himself, as a student in high school, was thrilled at the accounts of the summer experiences of his teachers who spent their vacation travelling in the United States or in some foreign country. That today is not as possible as it was two or three decades ago. For the average teacher summer travel today is virtually an impossibility because he must work in order to make ends meet.

That teachers are made and not born is perhaps a trite expression, but it is still true. For teaching to be creative there must be time given to activities other than standing before a class of students. Inspirational instruction requires professional preparation which demands hours and hours of research. For the teacher of social studies particularly, as well as for those in other areas who want to be well informed, there is a tremendous amount of

reading that must be done merely to keep up with the kaleidoscopic changing of events. Teachers who live their subjects do not have to be pressured into sponsoring an *extra-curricular activity*. It is only when demands of an economic nature, already referred to, are made upon him, that he must of necessity request either to be excused or to be given extra compensation.

As social studies teachers we cannot be indifferent to this whole issue. Most, if not all of us, recognize the educational values of sponsoring such activities as a junior historians' club, a House of Representatives club, a debating group, or a junior town meeting and radio workshop. There's a rich experience that both the teacher and the students derive from such activities. Though valuable in itself, no formal classroom instruction can yield the educational outcomes that a group activity program can. Working together in small committees or through the group as a whole, boys and girls receive not only training of the intellect but also of the emotions. The give-and-take of informal discussions which may lead into heated arguments, the cooperation that comes from group pride, the self discipline that is learned from group dynamics, the leadership qualities that are developed through having others depend upon one's special talents or abilities—all are learning outcomes essential to democratic citizenship. Should not activity programs which yield such values be made an integral part of the school's offerings?

Again, whether they be appendages to the regular school program, or integrated with the whole curriculum, is a matter which needs further study and experimentation. Undoubtedly also, the problem of teacher compensation must be considered.

## Visual and Other Aids

IRWIN A. ECKHAUSER

Washington Junior High School, Mt. Vernon, N. Y.

British Information Services, 30 Rockefeller Plaza, New York 20, has available free a booklet, "Pattern of Britain," listing films, film-

strips, maps, picture sets, and booklets for classroom use.

The 1950-51 booklet on films called "March

of Time" issued by March of Time Forum Films, 369 Lexington Ave., New York 17, N. Y., brings you on-the-spot news from all parts of the globe.

United World Films  
1445 Park Avenue  
New York 20, N. Y.

#### FILMS

The following are 16 mm. films:

*Tropical Mountain Land.* (Java). 20 minutes.  
Sale or rent.

A tropical land, its fertility constantly replenished by volcanic ash, provides abundantly for a large population.

*Democracy at Work in Rural Puerto Rico.* 22 minutes. Sale.

Outlines history and culture; discusses agricultural resources and shows how democratic guidance has helped improve the land.

*Eskimo Hunters.* (Northwestern Alaska). 20 minutes. Sale or rent.

Shows how Eskimos earn their living in a cold, barren land by hunting and fishing.

Encyclopaedia Britannica Films, Inc.

1150 Wilmette Avenue  
Wilmette, Ill.

#### FILMS

The following are 16 mm. films:

*Alaska.* 11 minutes. Rent or sale.

Depicts the relationship of Alaskan people to their environment.

*Kentucky Pioneers.* 11 minutes. Sale or rent.

Shows pioneer life and the westward movement in the 1780's.

*Yugoslavia.* 15 minutes. Rent.

Customs, habits and life of people are revealed.

*Westward Movement.* 11 minutes. Sale or rent.

Westward migration of people across the United States from 1790-1890 shown.

#### FILMSTRIPS

*Flatboatmen of the Frontier.* 75 frames.

Pioneer farming in the Ohio valley in the early 19th century is seen.

Society For Visual Education, Inc.

100 E. Ohio Street  
Chicago 11, Ill.

#### FILMSTRIPS

*Alaska, General.* (U. S. Regional Geography). 46 frames.

Displays the geographical highlights and life of the people.

*American Revolution.* 64 frames.

Shows important events and episodes of American Revolution.

*Growing Republic—the Rise of the New West.* 73 frames.

Problems of public education, wildcat strikes and banking, protective tariff rates and the Monroe Doctrine are seen.

Nu-Art Films

145 W. 45 St.

New York 19, N. Y.

#### FILMS

*Netherlands East Indies.* 10 minutes. Sale or rent.

Maps and commentary depict the people and their life in relation to the rest of the world.

*Nias and Sumatra.* 10 minutes. Sale or rent.

Scenes of a village in Sumatra showing the daily life and environment of the natives.

Weyerhaeuser Sales Company

Films Service, Natl. Bank Bldg.

St. Paul 1, Minn.

#### FILM

*Green Harvest.* 30 minutes. Color. Free.

Explains scientific planting, harvesting and conservation.

Goodyear Tire and Rubber Co.

Akron, Ohio

#### FILM

*Conquering the Jungle.* 10 minutes. Rent.

Shows clearing the swamp-ridden land for the planting of rubber.

International Film Foundation

1600 Broadway, New York 19, N. Y.

#### FILM

*Peoples of the Soviet Union.* 33 minutes. Sale or rent.

Shows how people of many races and nationalities fit into the pattern of life in the Soviet Union.

RKO Radio Pictures, Inc.

1270 Sixth Avenue

New York 20, N. Y.

#### FILM

*Northern Rampart.* (This Is America). 18 minutes. Rent.

Tells the strategic and economic importance of Alaska.

Office of Puerto Rico  
1026 17th Street, N.W.  
Washington 6, D. C.

#### FILM

*Puerto Rico: United States Caribbean Island.*  
21 minutes. Rent.

Outlines the history, social, economic and political life of this country.

Post Pictures Corp.  
115 W. 45 Street  
New York 19, N. Y.

#### FILMS

*Our Louisiana Purchase.* 20 minutes. Rent.

Shows the incidents and events that brought about the purchase of this territory.

*Our Declaration of Independence.* 20 minutes.  
Sale or loan.

Reveals the stirring events that led to the signing of this important document.

Films, Inc.  
330 W. 42 Street  
New York 18, N. Y.

#### FILM

*Little Old New York.* 90 minutes. Rent.

This is the story of Robert Fulton and the building of the first steamboat.

International Geographic Pictures  
1776 Broadway, New York 19, N. Y.

#### FILM

*Territorial Expansion of U. S. from 1783 to 1853.* 22 minutes. Sale or rent.

Shows the growth of territory as pioneers kept moving in.

Informative Classroom Pictures  
40 Ionia Avenue, N.W.  
Grand Rapids 2, Mich.

#### FILMSTRIP

*Pioneers West of the Mississippi.* 71 frames.  
Reveals expansion into states west of the Mississippi during the early 19th century.

Curriculum Films, Inc.  
41-77 Crescent Street  
Long Island City, N. Y.

#### FILMSTRIP

*Great American Inventors.* 100 frames.

Consists of four separate filmstrips on Benjamin Franklin, Eli Whitney, Robert Fulton, Samuel F. B. Morse.

Tribune Productions  
40 E. 49 Street  
New York 17, N. Y.

#### RECORDINGS

*This Is The U. N.* Album at 33 1/3 rpm, and 78 rpm; 12 in. diameter.

Tells the history and achievements of the United Nations.

## News and Comment

R. T. SOLIS-COHEN  
Philadelphia, Pa.

### DISCRIMINATION AND RELATED PROBLEMS

Albert Einstein has said:

"If an individual commits an injustice he is harassed by his conscience. But nobody is apt to feel responsible for misdeeds of a community, in particular if they are supported by old traditions. Such is the case with discrimination. . . ." (*A. T. S. S. Bulletin*, Vol. VIII, No. 1. Oct. 1950. p. 1)

Although Einstein's statement is still materially accurate, many thoughtful persons are directing their attention to fighting the evils of discrimination by striking at some of their causes—ignorance, mistaken notions, and prejudiced concepts. The battle is being waged by

means of educational campaigns at the international, national, and inter-group levels. Some progress is being made in the school room and among religious groups. Individuals who are members of minority groups are thus finding more opportunities for obtaining an education, jobs, decent service in dining cars and adequate housing in spite of traditional prejudice.

On the international plane, UNESCO is devoting a part of its program to the race question. The preamble of UNESCO's Constitution, adopted in 1945, singles out racism as a social evil to be fought. UNESCO's General Conference of 1949 adopted three resolutions,—“to study and collect materials concerning questions of



race," "to give wide diffusion to the scientific material collected," and "to prepare an educational campaign based on this information."

In order to study the problem, the first step was to define the term "race." For this purpose UNESCO sponsored a meeting of experts who, on July 18, 1950, issued a statement on the fallacies of race superiority. This declaration is well worth reading by any one who would discuss with any degree of accuracy the concept of race.

Racism is described as aggressive and as a vicious expression of the caste spirit. Race is a social myth. Mankind is a unit both biologically and socially according to the biological and anthropological experts.

As a part of its 1951 program, UNESCO is sponsoring a study of racial relations in Brazil, a society which has in large measure succeeded in resolving antagonisms by overriding racial differences.

National and inter-group efforts are being made to eliminate discrimination and to encourage inter-group understanding. One such is the activity of the American Council on Education which fosters projects such as "The Work in Progress Series"—books in the guidance of human relations. The Twentieth Century Fund issues a clipsheet called *Newsbriefs* composed of brief paragraphs of interesting items, some being devoted to the right of Americans to have the opportunity for education without any restrictions because of place of birth, residence, creed, color, sex or economic circumstance.

A program for better relations among racial and religious groups has been developed by the Director of Community Relations of the New York Region of the National Conference of Christians and Jews. In his report, the director recommends among other things the elimination of group stereotypes, and of segregation based on race, creed or color. This particular report appeared in the *New York Sunday Times* of November 12, 1950.

A new and rather arresting type of leaflet for interfaith, intercultural and international educational use is the "Speaks Series of Biographical Booklets." Each leaflet is eight pages long—one page of biography and seven pages of quotations, printed in colored ink, on paper tinted in various colors. The various titles are:

"Elizabeth Fry speaks," "Mahatma Gandhi speaks," "Thomas Jefferson speaks," "James Weldon Johnson speaks," "Jawaharlal Nehru speaks," "Rabindrinath Tagore speaks," etc. Orders should be sent to Leonard S. Kenworthy, of Brooklyn College. It is claimed by the publicity statements accompanying the leaflets that "they are suitable for enclosure in letters, use on church literature tables, basis for discussion in schools and young people's groups; and excellent for individual and family devotional reading." They have been commended highly by John Haynes Holmes, Albert Schweitzer, Rufus M. Jones and Alexandra Tolstoy.

The drive for educational equality is not limited to pious statements by idealistic social organizations. Political pressure and legal suits are helping to make equality before the law a reality. Groups asserting that segregation is discrimination *per se* are seeking to have Congress refuse Federal educational funds to any state which prohibits their full and unsegregated use. The Supreme Court has upheld the right of Negro students to be admitted into the graduate schools of universities maintained by state tax funds.

Segregation of Negro dining car passengers behind curtained or glass partitions on interstate trains has recently been specifically prohibited by the Interstate Commerce Commission.

Fair employment practice makes tangible discrimination in jobs illegal. The Fall 1950 report on the Educational Program of the Philadelphia Fair Employment Practice Commission shows how great is the progress that has been made to date not only legally but by means of persuasion and "education."

Undoubtedly the work of the Commission and the influence of the groups which enthusiastically support it have eliminated *tangible* discrimination wherever there has been *evidence* of its existence. Furthermore, present public attitude, as compared with that when Hitler's influence was at its peak, regards vocal expression of discrimination as not good form and as verging upon impropriety. In consequence the public expression of discrimination has gone underground. A very intelligent, educated person, who discriminates against job seekers, is very careful to offer *no tangible evidence* of his feelings and motives.

In such a situation education and persuasion do not seem to provide the whole solution.

In *The Survey* of November, 1950, there is a provocative article. Dr. Algernon D. Black, the Chairman of the New York State Committee on Discrimination in Housing and the Executive Leader of the New York Society for Ethical Culture, reports that after three years of discrimination against Negroes as potential tenants, public pressure finally made a dent in the Metropolitan Life Insurance Company's controversial housing practice. Three Negro families are the first to be admitted as tenants in Stuyvesant Town, the huge middle income housing project built by this Company with city aid. This aid included the City's power of eminent domain to allow the assembling of the land for Stuyvesant town, the transfer to the Metropolitan of ownership of the public streets between blocks and partial tax exemption. However, the City had not required the Metropolitan to follow a nondiscriminatory tenant policy as a condition of public assistance. Many civic agencies have protested this policy. A taxpayer's suit was introduced into the courts but was defeated both in the law courts and on appeal.

Although it cannot be asserted definitely that these three families were admitted as a token conformity, it is a fact that the thirty-five tenants of Stuyvesant Town who protested against discrimination have received notice that their leases will not be renewed this year. To deal with the situation a bill has been introduced into the New York City Council to make discrimination a penal offense.

The remedy for discrimination in housing is education in every town and rural community of the nation. A national Committee Against Discrimination in Housing has been organized to accomplish the objective of freedom of choice in residence.

#### CURRENT EVENTS AND WORLD AFFAIRS PROGRAMS

Current events guides are being published and distributed by *Young America*, The National News Weekly for Youth. Attractively illustrated and offering varied and well written, interesting articles, a sample issue includes a review of world news, news in brief, articles on the need for new sources of iron, and on the

troubled situation in the Philippines, a short story, a movie review, comments on sports, and a page devoted to contests, letters, original poems, photographs, essays and drawings. On the last page is *Young America's News Quiz* composed of nine multiple choice questions and twenty-one completion type statements on the information contained in this issue. Next to the Quiz is a column devoted to jokes.

The delightful style and fresh, interesting approach of this little booklet is apparently a desirable way to encourage the young to read the news and be aware of current happenings.

Dedicated to young people—"those free of bitterness, prejudice and hate," the *Minneapolis Star* Program of Information on World Affairs is directed by J. Edward Gerald with Dr. Edgar Wesley as Program Adviser. These two gentlemen are responsible for the 1950-51 Annual Guidebook. Every Monday the *Minneapolis Star*, the program's sponsor, publishes a series of 26 background articles elaborating the material in the Guide, and, on Thursdays during the school year, prints a weekly test.

The topics for the year are timely and directly connected with contemporary current events, viz., "Proposals for Russo-American Settlement," and "The United Nations as a Force for Peace."

The sample background article, an achievement of which its authors may be proud, covers an eight-by-eleven-inch printed page. The style suggests that the writer experienced some training in popular journalism. Though the content is factual, it is presented without the faintest taint of pedantry. Sentences and paragraphs are short. Words and statements requiring emphasis are printed in larger, blacker type than the rest of the text. The sample tests are multiple choice, "best" answer type.

The Program is designed for school children and adults of the Upper Midwest area of the United States. However, the materials are offered without charge to interested educators anywhere in the United States. The guide may be obtained without charge, by writing to World Affairs, *Minneapolis Star*, Minneapolis 15.

#### BIBLIOGRAPHY

The October quarterly issue of the *American Historical Review* offers nearly two hundred

pages devoted to reviews of new books arranged into categories of general, ancient and medieval history, modern European History and so on. Articles and documents, classified and listed separately, are not reviewed. They include references from the French, Italian, German, Slavic and Scandinavian languages. This wealth

of biographical material is a useful aid that should not be neglected.

#### NOTE

An interesting item in *Pro Infancia Y Juventud*, July 1950, Volume I, No. 1, p. 32 is the listing of the contents of the April 1950 number of *The Social Studies*.

## Book Reviews and Book Notes

DAVID W. HARR

Head, Department of Social Studies, Abraham Lincoln High School, Philadelphia

*Soviet Imperialism.* By Ernest Day Carman. Washington, D. C.: Public Affairs Press, 1950. Pp. 175. \$3.25.

Carman's description of Soviet territorial aggrandizement between 1939 and 1949 is a very fine contribution to the available knowledge of the concepts and methods underlying Soviet imperialism. The same can be said for his detailed account of the acquisition of some 24,355,500 non-Russian people—a population greater than the total of Canada, Sweden, New Zealand, and Norway—by Soviet Russia, together with 273,947 square miles of territory—an area larger than all of France, Belgium, the Netherlands, and Portugal combined.

It is really unfortunate that Carman has limited his study in several outstanding aspects. He does not take into account Soviet Russia's tactics in Poland, Rumania, China, or elsewhere—"unless those tactics relate directly to the extension of the territorial demands." In this respect, he could really have strengthened his basic thesis, since numerous "revelations" of Moscow's techniques in these countries have become available to us in the last few years. Furthermore, Carman does not take into account those Soviet demands which relate to territory in Iran, Turkey, Tripolitania, Spitsbergen, and other areas.

But since the author has been frank enough to point out the limits of his treatment in his preface (although here and there he covers these areas of available facts anyhow), we probably cannot blame him for not providing us with a well-rounded and complete picture of "Russia's Drive Toward World Domination." Thus, all in all, Carman has given is a lively,

interesting and highly informative book on one of the troublesome world problems of today.

JOSEPH S. ROUCEK

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Bridgeport, Connecticut

*War or Peace.* By John Foster Dulles. New York: Macmillan Co., 1950. Pp. 274. \$2.50.

In reading this book one is inclined to give it a new title, No War, No Peace, an expression recurring again and again throughout its pages. Who can deny that we are in this state five years after the end of World War II?

Part 1 states the problem clearly and comprehensively. The Danger, "Know Your Enemy," The Goal; these are the headings of the chapters in which the author realistically and in simple style poses the problem.

Part 2 analyzes and explains the policies we have in the United Nations, our views in regard to Colonial Evolution vs. Violent Revolution, our Regional Associations.

In the chapter on Bipartisanship in our Foreign Policy, the author has demonstrated the need of presenting to the world and to our own people the fact that in these parlous times our nation is united. Our people know the danger and are willing to make the sacrifice in order to preserve freedom and liberty in the world. In an objective way he points out the limitations of bipartisanship in our American system of government.

Part 3 is The Measure of Our Foreign Policies or The Five Year Score. Without prejudice or rancor he exposes our failures. Soviet Communism has won over a very large percentage of the people of the world, especially in China and the Near East. The Colonial World of Asia,



Africa, Latin America, are fertile soil for the propaganda of Russia. We have steadily lost ground. Although we have the Voice of America we often have little to say to these peoples to give them hope and courage when they need it most. The Soviets have thundered out to the world their own "Peace Moves." The disillusionment of states brought into the Russian orbit is too late.

Part 4 outlines and clearly explains What Needs To Be Done. He does not advocate a "preventive war," nor does he believe that we should go it alone without Russia. The United Nations in its charter provides for changes, even if, in the face of the veto power, these may be difficult to make. Specific changes should be made in the clarification of "procedural matters," in which the veto does not apply, and substantive rights in which the veto does apply. The Soviet Union can veto the admission of any new member and the appointment of a Secretary General. Portugal, Eire, Jordan, and Ceylon have not been admitted on account of the Russian veto. Rumania, Bulgaria, and Hungary have not been admitted because of the objections of the United States and other countries. "The United Nations is no longer a 'world' organization, and its decisions cannot reflect reality if it excludes from membership a substantial part of the world community."

In our present state of "No War, No Peace," a gigantic and all pervading struggle is going on between the forces of materialism and the spiritual. Will our country surrender to the power of things? This is contrary to our best traditions. If we see clearly the importance of the positive and constructive aspects of the problem and find new techniques and a new spirit among our people, war may not be inevitable and we may have a lasting peace.

GARTON S. GREENE

Germantown High School  
Philadelphia, Pennsylvania

*Social Psychology: An Integrative Interpretation.* By S. Stansfeld Sargent. New York: The Ronald Press Company, 1950. Pp. x, 519. \$4.50.

This volume provides a simple, non-technical introduction to contemporary developments in social psychology for the general reader. It is based throughout on recent research materials.

The author states current controversial issues clearly, and summarizes the data in support of them fairly, yet is not without a positive standpoint of his own. In accordance with the fruitful insights of Kurt Lewin and his school, the author stresses the inadequacy of laboratory experimentation, factor analysis of personality questionnaires, and similar techniques which focus upon the individual, as bases for the interpretation of social behavior. Such data have the advantage of being readily quantifiable, but, he thinks, social psychology is at present in greater danger from over-simplification than from under-quantification. The behavior mechanisms and personality traits disclosed by such methods are excellent as far as they go, but they never tell the whole story. They must be supplemented by the field approach, which studies how such mechanisms, traits, etc., come to expression in the interactions of human beings within the dynamic social situations which form the normal contexts of their collective behavior. The social psychologist must take these contexts, in all their cultural, situational and perceptual complexity and variability, into account as determining factors.

The task of social psychology is, therefore, to integrate the individual and personality-oriented approaches of differential psychology and psychiatry with the cultural and situational approaches of anthropology and sociology. The author modestly claims that his science has as yet provided no more than an outline of such a synthesis, which requires continuing clarification and refinement if social psychology is to play an important role in the world of tomorrow.

HOWARD E. JENSEN

Department of Sociology and Anthropology  
Duke University  
Durham, N. C.

*Comparative Economic Systems.* By Ralph H. Blodgett. New York: The Macmillan Company, 1950. Pp. x, 892. \$5.00. Revised Edition.

This book by Professor Blodgett, now revised and brought up to date, serves admirably to inform the reader about the various "isms" in theory and practice. It is the kind of book everyone who wants to choose sides in the present welter of ideologies on the basis of reason rather than emotion or prejudice will

want to read. The section devoted to a critical analysis of Marxism, with its numerous well-selected quotations from the master and his disciples, is well done and timely.

As a college text the book assumes an elementary knowledge of economic principles but anyone interested will have no particular difficulty in following the author's exposition. The questions at the end of each chapter are helpful.

The author's treatment is critical and objective in the sense that he points out what he regards as the strong and the weak points in each of the systems—capitalism, socialism, and communism—with a minimum of exhortation.

RUDOLPH PETERSON

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*The Confederate States of America, 1861-1865.*

By E. Merton Coulter. Baton Rouge: Louisiana State University Press, 1950. Pp. 644. \$7.00.

This is volume seven in a projected ten-volume series—*A History of the South*. Each volume published has confirmed students in their conviction that this series will mark a highlight in the development of regional history. Dr. Coulter's present volume is certainly one of the best in a distinguished series.

No brief review can do justice to the research and, more especially, to the prodigious task of organization and selection apparent in this over-size volume. Without neglecting the military aspects of the War Between the States, the author has given much attention to economic, social and political issues and conditions. Problems of morale—both in the fighting forces and behind the lines, of money, bonds, taxes, diplomacy, manufacturing, transportation, communication, publishing, armaments, religion, labor, prices, profits—all these and many more come under the examination of the author.

Better yet, for both teacher and student, is Dr. Coulter's willingness to tackle such controversial and persistent problems as: Did secession necessarily mean war? Was the South from the very beginning engaged in a hopeless struggle? Why did the South lose? There are, of course, errors. Scholarly critics will find a few misspelled names, a few errors of omission or of statement. The wonder is, in a volume of this type, that there are not more. Some may protest that there is an overemphasis on the

Deep South; to such it should be sufficient to point out that Virginia has had more than its share of attention in late years.

This volume, along with the entire series, should be found in every high school library, and good students should be encouraged to read in them.

RALPH ADAMS BROWN

State University of New York  
Cortland State Teachers College

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*A History of The Modern World.* By R. R. Palmer. New York: Alfred A. Knopf, 1950. Pp. xviii, 900. \$6.00.

This work by Professor R. R. Palmer of Princeton University is a distinguished contribution to the books in the field of Modern European History. A lively, often brilliant, style retains the interest of the reader throughout the more than 800 pages. Fresh in viewpoint, original in organization, judicious in tone and spirit, it is as integrated as one might hope for.

This reviewer has not found any faults. The title perhaps, "*A History of The Modern World*," may not be the most fitting one, since this book is essentially a history of Europe in modern times, though a few chapters, or rather sub-sections, are devoted to the history of the Americas and, in the last century, of Asia and Africa. The author, in our revolutionary age, stresses rightly the importance of revolutions, as is shown by his devoting one of the eighteen chapters of the book to the revolution of 1848 alone, another one to the Russian revolution of 1917, its background, its results in Russia, and its impact on the world. Compared with this, fascist and national-socialist totalitarianism, particularly Mussolini's corporate state, are perhaps dealt with somewhat briefly. But, on the whole, this is an admirably organized and very well balanced book. About one fourth of the text centers on the 16th and 17th centuries, and about five-eighths of the book on the period from the French revolution to the present. A fine balance exists also between political, institutional, social and economic history, international relations and intellectual history. States generally considered Central-European (Austria and Prussia) are grouped by the author under the heading, "Eastern Europe,"

understandable perhaps these days (see his explanation, p. 177).

The history of European development is told in detail clearly and succinctly, with insight and penetration. A mass of informative material is so tightly interwoven as not to overwhelm the beginning student by its wealth. The expressions are original, the judgments sound, the presentation is excellent. A very good bibliography, page-headings, more than 400 cross-references, numerous maps, and fine illustrations enhance greatly the value of this stimulating text which professors of Modern European History should examine very carefully.

ALFRED D. LOW

Marietta College  
Marietta, Ohio

*The Pennsylvania Story.* By Robert Fortenbaugh and H. James Tarman. State College, Pennsylvania: Penns Valley Publishers, 1950. Pp. xxii, 345. \$2.40.

*The Pennsylvania Story*, a textbook intended for the ninth grade, attempts "to tell the Story so clearly and so simply that the young people of Pennsylvania may readily understand the forces and processes which have worked together to create our great Commonwealth." The preface states further that the method of presentation and selection of materials "has been keyed as accurately as possible to the ninth grade level."

On this point the reviewer would like to offer the opinion that the adaptation consists mainly of "writing down" in simpler language college textbook material. This has been done well and the text is a contribution for teachers who are looking for a book with this type of material, although it might be questioned whether such topics as state boundary disputes, Proprietary and Anti-Proprietary parties, Constitutionalists and Anti-Constitutionalists, the State Constitutions, and political campaigns and administrations of governors should not be given less space.

The reviewer sees value in the text not only for the ninth grade but also as a supplementary text for senior high school American history classes in Pennsylvania schools. It can be used to good effect to enrich American history courses by showing how national trends and

events were mirrored in the pupil's own locality and state.

If young people in secondary school classes are to be interested in the exciting drama of America's rich past, its story must be told in a more colorful and inspiring manner. Folksongs and folklore, the lives of the ordinary people, tales of heroes, expression of beauty, industry and agriculture, as well as the achievements of statesmen and generals should be a part of the story. The pages should be beautifully illustrated with maps and pictures in black and white and in color. The material can be authentic and at the same time be presented attractively and suited to the interests of children.

This has been accomplished to a remarkable degree by a young magazine, *American Heritage*, published by the American Association for State and Local History. The address of the publication is State House, Montpelier, Vermont. The magazine, with an editorial board of some of America's most distinguished historians points the way to teachers and school-book writers who wish to stimulate student-interest in the American past.

IRA KREIDER

Abington Township High School  
Abington, Pennsylvania

*World History.* By Carlton J. H. Hayes, Parker Thomas Moon, John W. Wayland. New York: The Macmillan Company, 1950. Pp. xiv, 880. \$2.49. Second Revised Edition.

At a time when secondary school textbooks are expanded to heavy sizes by reason of greater visual and subject matter content, this edition retains a compact quality of portability. Some day some one will assemble the heaviest specimens handled by an average pupil, and which he theoretically "carts" home for study, and place the whole fraternity of textbook writers under ridicule for sheer weight. Publishers and authors, of course, have no easy decisions to make.

This "World History" has been appearing since 1932 and has therefore had the benefit of many criticisms and many suggestions from teachers, and the authors acknowledge their indebtedness to them. With the ever-expanding scope of content some authors have resorted to pruning large areas of ancient and medieval history. Here, however, pupils and teachers



may follow a substantial chronological unfolding of the beginnings of civilization, through the Greek, Roman, and medieval periods. Those teachers who have been trained in the classics will find a wealth of content without sacrifice of continuity and readability. Likewise in the treatment of subsequent Christian, political, and present-day civilizations, the same qualities are found. Indeed, a unifying theme throughout is the evolution of civilization.

This is not just another traditional textbook unless those who admire the current tendency to embellish format by color and artistic imagination are disposed otherwise. All maps in color, thirty-eight of them, are found in signatures placed in the middle of the volume. Particular attention should be given today to the bibliographical lists appended in history courses. School libraries are improving their holdings of supplementary reading. We fail to find in this "World History" references to the many interesting biographies and general period treatments recently published and suitable in whole or in part to pupil reading-level. For example, Suleiman the Magnificent receives ample attention in the textbook, but the late Merriman's *Suleiman the Magnificent* (Harvard Press, 1944) is unmentioned. Chapters II and VIII of that work will delight any tenth grader. Then too, why not references to current radio programs? We are wire-recording the "You Are There" episodes, such as "The Crowning of Charlemagne," use them for all pupil sections and then file them.

While this is a truly commendable textbook in World History, it is in these rather recent trends in methodology that the volume is deficient. Classroom films, such as "Our Ancient World Inheritance," should also be included as suggestions to better teaching. Content may be ever so well presented, as it is here, but with so many tabloid addicts and poor readers, appreciation and understanding can be increased provided authors note them and teachers use them.

MELVILLE J. BOYER

Allentown High School  
Allentown, Pennsylvania

*Environmental Foundations of European History.* By Derwent Whittlesey. New York:

Appleton-Century-Crofts, Inc., 1949. Pp. xiii, 159. \$4.00.

This is a pioneer work which fills a long-recognized need of teachers of courses in European history and Western Civilization. Many instructors in this field have wanted material which would give their classes some understanding of the geographical foundations of European history. This book was written to fill such a demand at Harvard University. Undoubtedly it will be a welcome supplement to such courses on the college level throughout the land. Indeed it must be suggested that this book can be used with profit by more advanced high school students. The author is well-qualified to undertake this work, for he has worked in the fields of history and geography as a teacher and author. He is convinced that the separation of these two subjects in the American college curriculum is unnatural and wasteful and that the needs of each one of these two areas logically compels the study of the other. This book is a splendid articulation of that conviction.

Chapter One sketches the environmental background of the beginnings of civilization in the eastern Mediterranean Basin. This chapter will be useful to all teaching courses which deal with ancient history. Chapter Two discusses the geography of medieval Europe. The author speaks of this as a tripartite entity consisting of the Mediterranean Basin, which had been the nucleus of the Roman Empire, a partially Romanized Northwest, and a remainder in Central Europe and Eastern Europe never directly Romanized. Continually these areas have reflected critical differences from each other. Thus from the early beginnings of European history a Mediterranean, Northwestern and Central Europe have existed. A third chapter discusses the environmental background of Europe on the threshold of the great discoveries. In this chapter the eastward overland expansion of Europe which preceded the overseas movement and which was basically a search for more farming land is analyzed as the basis for such later developments as the Commercial Revolution, the rise of the national state, and the colonial expansion across the Atlantic, to Africa and the Far East. Chapter Four is concerned with a study of the European environment on the eve of the Industrial Revo-

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lution. In this, particular stress is laid upon the improvements in inland transport and the sources of inanimate power, and the marriage of coal and iron which made the two generations between 1760 and 1825 a decisive turning point in world history. The last chapter is concerned with contemporary Europe on the threshold of tomorrow. The author admits that he stands before an unknown future. But with the assistance of history and geography, he attempts to evaluate trends which are at work in human affairs. In this analysis he is concerned with Europe in the world. In an overview of the contemporary world he finds Europe confronted by a resurgence of non-European political and economic power. As a consequence of this development, the future of Europe as an important cultural entity depends, in part, upon the impress which it has left upon such states as the United States, the Soviet Union and Australia and, in part, upon the integration of the existent European national states into some form of effective and permanent unity. Although Europe no longer dominates the world as in the Eighteenth and Nineteenth Centuries, it still possesses basic resources in climate, population, well-developed industries and agriculture which make it the great prize in the struggle of the non-European powers.

Throughout this book the author is concerned with European man's continuous struggle with his environment. Geography, then, means only in small part the political division of Europe at various critical periods of its history. To a greater degree, it means the continuous struggle of man to overcome space, to convert minerals into manufactured products, to utilize the soil for the production of food and cloth fibres, and then to adjust political pressures to these basic economic realities.

The teacher will find the appendix on useful geographic tools and materials extremely helpful. It lists specific sources of maps, globes, atlases along with textual and bibliographic aids which will provide ready assistance to the busy teacher.

MAHLON H. HELLERUH

Elizabethtown College  
Elizabethtown, Pennsylvania

*The Making of American History.* Edited by Donald Sheehan. New York, N. Y.: The Dryden Press, Inc., 1950. Book One, pp. ix, 350. Book Two, pp. ix, 348.

This is an historical anthology for use on the secondary and collegiate levels. Among the notable historians represented are: Henry Adams, Charles and Mary Beard, Robert S. and Helen M. Lynd, Parkman, Parrington, Schlesinger, and Turner.

Here are rich offerings which, as collateral readings, should do much toward preventing the narrowness resulting from mere textbook teaching. Differing points of view are presented and the reader is admonished that "... scholarship as a whole is not confined to the rigid dimensions of doctrinaire theory of any kind." (Preface, Book One, p. vi.)

Book One, *The Emergence of a Nation*, has these divisions: "The Colonial Heritage," "The Foundations of the Republic," "Nationalism and Democracy," and "Failure of Compromise."

Book Two is entitled, *Democracy in an Industrial World*. Its divisions are: "The Aftermath," "The Rise of Industrial America," "Voices in Respectful Protest," "Prelude and Finale," "The New Deal and One World."

This work is not only informative. It is also interesting and readable. Every college library should have the two volumes.

There are no illustrations and there is no index.

J. F. SANTEE

University of Portland  
Portland, Oregon

*Highways in Our National Life, A Symposium.* By Jean Labatut and Wheaton J. Lane, eds. Princeton, N. J.: Princeton University Press, 1950. Pp. 506. \$7.50.

All readers of *The Social Studies* are presumably aware of the importance of highways in our national development. As teachers we talk about turnpikes, national highways, vast "thruways" of our own time. Yet for most of us this is a general rather than a detailed or specialized knowledge. This volume, projected by the Bureau of Urban Research at Princeton University, under competent editorship and with a distinguished group of contributors, is designed as a means "of presenting the viewpoints of specialists in both the historical and analytical aspects of the highway."

Part one is historical and part two, analytical. The first is covered in 120 pages, the second in 350 pages. The contributors include engineers, architects, regional and city planners, economists, sociologists, safety and traffic specialists, landscapists and lighting experts. Here is the history and the future of the highway, its economics and its sociology.

RALPH ADAMS BROWN

State University of New York  
Cortland State Teachers College

*Intellectual Capitalism.* By Johannes Alasco (pseud.). New York: The World University Press, 1950. Pp. viii, 140. \$2.50.

The general thesis presented in this study of our changing capitalistic system is that, no matter what changes may occur in the future, capitalism and the acquisitive spirit will survive in one form or another. Mr. Alasco supports this thesis by explaining that in the capitalism of the future the scientific intelligentsia (engineers, technicians, and specialists in industrial management) will be the dominant class. It is they who will be the carriers of the capitalistic urge to accumulate assets and secure economic power. It is they who will maintain or, as in England, restore the institution of private property. The author asserts that nothing can permanently submerge the spirit of economic enterprise or the institution of private property. We should therefore, in the opinion of the author, welcome economic change, being certain that the essentials of capitalism will always remain, if not in the hands of financial promoters then in the care of the scientific intelligentsia.

In his very small volume Mr. Alasco presents a large number of loose, sweeping generalizations, unsupported by any broad factual studies, which many economists and economic historians will probably regard as distortions of the facts. Significantly the author pays no attention to the labor movement as a powerful agent shaping the course of economic events. He can arrive at his conclusions only by assigning a power and a significance to the scientific intelligentsia which no reputable student of economic affairs has thus far recognized.

ALLAN GRUCHY

University of Maryland  
College Park, Maryland

*Diplomatic History, 1713-1933.* By Sir Charles Petrie. New York: The Macmillan Company, 1950. Pp. xii, 284. \$3.00.

The ability to write textbook material which can rightfully command an audience among the general public is, unfortunately, an ability which has been lost by many of our American historians. Many British historians however, have retained this talent. Sir Charles Petrie is among those who have not forgotten the expositor's obligation to do his job with ease and lucidity.

The material in *Diplomatic History* is primarily the same material that would go into a textbook on the subject, but there is considerable difference in the way in which it is handled, and it is this difference that gives the work its distinction. It cannot be called in any way a probing or incisive work; there is nothing here that suggests long hours of research; there are no new or novel interpretations, but there is an easy and graceful exposition of the tangled European diplomacy. It is a work that should be of considerable help to history teachers as a ready reference work.

The better chapters of the work are those which describe the developments of the period after the French Revolution. The material of the eighteenth century is generally handled in a competent manner, but dynastic wars of that period seem to lack the reality that the diplomacy of the nineteenth century possesses. Certainly the author is more interested in the latter period than the former. One of the weaknesses of the work is the maps. They seem to lack relevance to the text. The bibliography is confined to a few chief works listed for each chapter.

DONALD C. GORDON

University of Maryland  
College Park, Maryland

*The Muhlenbergs of Pennsylvania.* By Paul A. W. Wallace. Philadelphia: University of Pennsylvania Press, 1950. Pp. xxi, 358. \$4.00.

The effects of war were keenly felt in the village of the Trappe, which is at the center of this absorbing biography of a family which performed with distinction in religion, education, science, and government during the founding days of our country. The rays of influence of this eminent family shone outward from the



Pennsylvania town in all directions from New York to Georgia.

The reader of this book gets far more than a mere biography. The author vividly portrays life, times, and political development in America before, during, and after the Revolutionary War. Order out of chaos in the New Country may well be the keynote of the story. All facts are taken from acknowledged sources and are carefully catalogued in an appendix.

Henry Melchior Muhlenberg at the age of thirty, having dedicated himself to become a missionary, accepted a call to come to Pennsylvania to minister to three forlorn congregations in Philadelphia, Providence (the Trappe), and New Hanover instead of going to Bengal, for which place he had been prepared. In 1742 he went to London to receive his credentials. His eventful life in the New World began when he landed at Charleston, South Carolina, where he saw the evils of the slave trade and observed prophetically, "A horrible state of affairs which will entail a severe judgment."

He arrived in Philadelphia late that year and at once became the Lord's sheepdog, barking at, and occasionally nipping the straying people into the fold. Three years later, Henry M. Muhlenberg won the hand of Anna Maria, the daughter of the noted Conrad Weiser, after which came the children: Peter, Frederick, Henry, Betsy, Peggy, Polly, and Sally through whom the Muhlenberg name was given to all America.

The book does not neglect the distaff side of the Muhlenbergs. The charm and spirited personalities of the women are in evidence throughout the story. All the daughters married prominent men of the time.

When the three sons grew up they were sent to Halle to receive higher education and prepare for the ministry. While there they showed that they were Americans with a free and independent spirit. When they returned they brought "altar, sword, and pen" to the service of the nation.

Nearly everybody is familiar with the narration of the metamorphosis of John Peter Muhlenberg out of a preacher's gown into the uniform of an American Army officer after his farewell sermon on a "Time to Fight." His military career won him high praise at Fort Moultrie, credit for saving Washington's army

at the Brandywine by his vigorous attack upon Cornwallis who was much stronger numerically, and the position of spearhead in the defense of Valley Forge. Later, he parried with Arnold and Cornwallis in Virginia until Yorktown. After the war he became a member of Congress.

The second son, Frederick, became the first Speaker of the House of Representatives under the Constitution when he left the pulpit for politics. At one instance, while in the chair, he cast the deciding ballot which saved the Jay Treaty but almost cost his life.

Henry Ernest Muhlenberg, the third son, also a minister, was called the "Linnaeus" of America, a leading botanist. He created order out of chaos in that field. The American Philosophical Society elected him a member. In 1787, the popular pastor and botanist was made the first president of Franklin College, now Franklin and Marshall.

This illustrious family has contributed much to the founding and creation of stability of the great American republic. Dr. Wallace, through his research, has uncovered and published for the first time numerous new facts. No student of American history can afford to miss reading this book.

MARTIN D. FETHEROLF

Frankford High School,  
Philadelphia, Penna.

*International Relations: Documents and Readings.* By Norman Hill. New York: Oxford University Press, 1950. Pp. xvi, 536. \$4.00.

Among topics dealt with in this volume are: diplomacy, international law, communism, capitalism, pacifism, nationalism, internationalism, imperialism, free trade, the Marshall Plan, the United Nations, geopolitics, and the atomic bomb. Direct use is made of documents pertinent to the subject, such as charters, constitutions, articles, and speeches. Thus the reader is given a sense of realism, and, at the same time, encouraged in drawing his own conclusions.

The reader is informed that an effort has been made to keep at a minimum the amount of material having only transient value. For—" . . . the relations of nations are never static." To assist in giving a sense of direction, extensive introductory notes have been placed at the beginning of each chapter.

With special reference to New World affairs, there is a rather full presentation of the facts concerning the Inter-American Conference as organized at Bogota in 1948. This Inter-American Conference is the supreme organ of the Organization of American States, which operates through:

- (a) The Inter-American Conference.
- (b) The Meeting of Consultation of Ministers of Foreign Affairs.
- (c) The Council.
- (d) The Pan American Union.
- (e) The Specialized Conferences.
- (f) The Specialized Organizations.

The Specialized Conferences are to be summoned to deal with special technical matters or to develop specific aspects of co-operation. The Specialized Organizations are the inter-governmental organizations set up by multi-lateral agreements.

Of economic factors as contributing to war, we read:

Considered absolutely, economic factors are no longer direct causes of war. . . . But the fact that, under present-day conditions, the economic causes of war are indirect does not deprive them of importance. . . . People who feel they are suffering from injustice, people whose economic status is being brought down, people who have lost their means of livelihood, or are deprived of their standby of savings, are ripe to be worked upon by anyone who can point to a plausible enemy.

(Quoted from "Causes of the Peace Failure," by the International Consultative Group of Geneva. *International Conciliation*, October, 1940.)

Such frustrations are the common experiences of millions of our fellow-men. Hunger and humiliation are poor teachers of democracy. Under such circumstances, plans of vengeance become paramount. Only opportunity is needed for the overt act of war.

In view of the wide acceptance of the Superman doctrine, the quotation from Julian Huxley may contribute to clearer thinking upon this subject. Writes Huxley:

. . . The Nordic theory (the belief in the superiority of Northwestern European stock) speedily became very popular in Germany. It made a special appeal to national

vanity and was made the basis of propaganda in the pseudo-scientific writings of the Germanized Englishman, Houston Stewart Chamberlain, and others in Germany, and of Madison Grant and others in America. . . . The "Nordic race," like other human races has no present existence. Its former existence, like that of all "pure races," is hypothetical. . . .

(Quoted from *Race in Europe*, by Julian Huxley. Oxford Pamphlets on World Affairs, No. 5, 1939.)

In its "Program for Peace," The Federal Council of Churches of Christ in America advises:

Our people should reject fatalism about war. War is not inevitable. If it should come, it would be because of conditions that men could have changed.

(Quoted from "Program for Peace," Federal Council of Churches of Christ in America, *New York Times*, May 1, 1948.)

By a quotation from Canon Cyril E. Hudson, our author shows, however, that at least one churchman looks upon the world situation with little optimism:

Our contemporay civilization is neurotic. . . . Civilization is impotent to solve the dilemma in the way suggested by every consideration of prudence, self-interest and morality, since it plainly lacks the psychological and spiritual resources for foregoing war as an instrument of power.

(Quoted from "The Church and International Affairs," *International Affairs*, XXIII: 1-10. 1947.)

There are twenty-one illustrations. The full table of contents goes far to make up for the lack of an index. As a text for use in the study of world politics, this book is A-1.

J. F. SANTEE, PH.D.

University of Portland  
Portland, Oregon

*A History of Our Country.* By David Saville Muzzey. New Edition. Boston, Massachusetts: Ginn & Co., 1950. Pp. xxxxi, 637. Price \$2.61.

This newest edition of the Muzzey American history for secondary schools well demonstrates how far the author and publishers have come in the past twenty years in designing more at-

## BUILDING BETTER CITIZENS FOR TODAY'S WORLD

## LIVING IN OUR AMERICA

A Record of Our Country  
by I. James Quillen and Edward Krug

This new text for upper-grade United States history includes a variety of materials to help teachers make our history come alive for young citizens—vivid, realistic reporting of our country's growth, unusual maps in full color, and many other visual aids, and a unique program for developing the study skills of history.

Write for 32-page preprint, "History Is Around Us," illustrated in full color.

## MAN'S STORY

World History in Its Geographic Setting  
by T. Walter Wallbank

This new world history text for high-school students will be published early in 1951. Its program aims to give boys and girls an overview of historical development around the world. In addition, study-helps and activities enable them to tie up their study of world history with what's happening today, and special materials bring out ways geography has affected the course of history.

Write for 32-page preprint, "You and World History," illustrated in full color.

## SCOTT, FORESMAN AND COMPANY

Chicago  
Atlanta  
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San Francisco  
Pasadena  
New York

tractive, stimulating, and easier reading texts. One can recognize little of the stolid and strictly episodic Muzzey text of the early thirties in this colorful revised edition, ingeniously illustrated with unique drawings, maps, and cartoons. The reviewer, however, can discern the Muzzey narrative, partial to political history, chronologically organized, and showing little or no change in the text in spite of the availability of the contributions of American historiography and biography of the past twenty years. In fact, the revision is more apparent than real. The text has the same units, the same chapter headings, and the same narrative except for some superficial changes in words and introductions, the deletion of some material, and the consolidation of several former chapters in the section dealing with the period since World War I, and the addition of a new unit on the period since 1940. Perhaps secondary texts are not expected to keep up with the scholarship of the field, but the reviewer can see no legitimate reason for handing high school students the same diet they had a quarter of a century ago. The typical secondary text still lacks the bril-

liant synthesis and interpretation achieved by some of the newer college texts. If the purpose of a secondary text is to survey briefly the chief events and developments in American history, however, this text does an admirable job—in fact, better than most of its contemporaries.

The author sets forth the same purposes as in previous editions. No one will quarrel with these. Any American history worthy of the name will attempt to do the same. The means used to accomplish these ends will provoke controversy. Some will insist that the objectives can be accomplished better by departing from strict chronology and weaving the narrative around main themes, currents, or problems which run throughout most American history. The reviewer insists only that the approach to American history should be different on every level, and much of the current argument will be resolved if some agreement is reached concerning the elementary, secondary, and college approaches so that new ground will be ploughed each time. This is not Mr. Muzzey's problem alone, but it needs to be faced by every text writer and teacher of American history



on all levels. *The Seventeenth Yearbook* of the National Council of the Social Studies sheds much light on the question of articulation. The Muzzey text offers no startling departure, nor does it plough any new ground.

In nine chronologically arranged units Muzzey brings the American story down to the present, including material on the United Nations, the Cold War, Truman Doctrine, Marshall Plan, and the Atlantic Pact. Among the text's better features are large, double-column print, bold face type for paragraph headings, unit introductions using a present problem's approach to understanding the past and its relationship to now, unit summaries, numerous study aids, and unit tests. The reference suggestions are very inadequate, but the fiction and biography readings are good. Some sixty-two maps, scores of drawings and pictures for learning purposes, and postlude summary of the book all enhance its value. Suggestions for the use of audio-visual materials with each unit and the documentary and reference material in the appendix are also extremely useful. In the final analysis, however, the newest thing about the book is its excellent illustrative materials, especially the original drawings and cartoons.

Although the writer has attempted to maintain balance in the presentation of various phases of American life, the text appears rather weak in the treatment of the post-Civil War economic revolution and the importance of technology in contemporary life. Literature, the impact of ideas, and general cultural advances are badly neglected. Whether more is to be gained by reciting a little about every presidential election or by intensively discussing certain critical or key elections is another controversial question. When the publishers have done such an excellent job in putting together a text of this type, a reviewer dislikes to be picayunish in pointing out its deficiencies, even though some of the points mentioned are pertinent problems that must be resolved before any real advance can be made in the writing and teaching of American history on the secondary level. The Muzzey texts have always been popular and widely used, and undoubtedly this edition will meet the same reception. Nevertheless, it is far from the answer to the

problem of what kind of text best serves the secondary level.

JOHN L. HARR

State College  
Maryville, Mo.

*European History Since 1870.* By F. Lee Bennis. New York: Appleton, Century, Crofts, 1950. Pp. 946. Price \$5.50.

The year 1870 marks a convenient beginning for a course or a textbook in European history. The succeeding 44 years possess a unity and an interest which is lacking in many other periods. The European state system was in the main completed in 1870 by the unification of Italy and Germany. The principal interest thereafter was in the alignment of the European powers and in the growth of the permanent alliances which for many years helped retard the outbreak of a general European war by insuring the security of their members, but which finally and paradoxically rendered a general war inevitable. The era witnesses the second industrial revolution, the growth of socialism and its influence on government, the spread of education among the masses, and improvements of unprecedented magnitude in science and technology. Imperialism assumes a new role in relation to industrialism. Nationalism invades every part of Europe and fomented countless conspiracies. Japan undergoes a transformation in accordance with these influences, and Tsushima marks an ominous reversal in the normal roles of Asia and Europe. *Irredentism* in the Tyrol, in Alsace, and in Bosnia threatens the state system of Europe. The Roman problem shakes the stability of the new Italian regime and helps drive Italy into the Triple Alliance. Church and State quarrel in France and in Germany with different results.

The years since 1914 naturally do not reveal the same unity as the prior period and the attempt of the textbook to sketch them can never be as satisfactory, but the demand for courses in contemporary history makes such an effort necessary.

The work of Professor Bennis, which first appeared in 1938, undertook to fill a gap in the textbook field. The appearance of a third edition suggests that it has done so. One may occasionally disagree with the author's judgment on

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some point, or question a statement of fact, but on the whole he appears to this reviewer to have accomplished a difficult task satisfactorily. Political history occupies the center of interest in the book, but some attention is given to economic and social movements. The narrative is not inspired, but it flows smoothly enough. Typography is good. About 100 illustrations, maps, and charts add to the usefulness and readability of the book. The bibliography of 61 pages is selective, in spite of its length, and the index is adequate.

SIMEON L. GUTERMAN

State Teachers College  
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### HELPFUL CLASSROOM AIDS PAMPHLETS

*Catalog of Free and Inexpensive Aids for High Schools.* Compiled by Clement Holland.

Write to Curriculum Laboratory, Saint Louis University, Saint Louis, Missouri.  
*Negroes in the Work Group.* By Jacob Seiden-

berg, Research Bulletin, Number 6, February, 1950. Cornell University Labor Relations Bureau, Ithaca, New York. Price 15 cents.

*Practice and Review Tests.* For use with *America's Story* by Howard R. Anderson, Houghton Mifflin Company, New York. Price 48 cents.

*The High School Department Chairman, His Role in the Newark Schools.* Copies free. Department of Superintendents, Education Building, Newark, New Jersey.

*Mature Collective Bargaining—Prospects and Problems.* By John A. Stephens.

Copies free upon request to J. Carlisle MacDonald, 71 Broadway, New York 6, N. Y.

*These Rights and Freedoms.* Published by the United Nations, distributed by Columbia University Press. Price \$1.50.

This book outlines the programmes and goals for future efforts of the United Nations. Valuable for use in Current Problems.

### ARTICLES

"What to look for in the Annual Report," by Elmer M. Applegit. *The Flying Red Horse*,

Volume 16, Number 2, April, 1950. Copies free upon application to Socony-Vacuum Oil Company, Broadway, New York 4, New York.

Teachers of Economics will welcome this article as supplementary material on the unit of Big Business.

"Teacher's Night Out," by Abraham Segal, *Today, The Philadelphia Inquirer Magazine Section*. May 21, 1950.

"Are We Letting our Children Down?" by Henry F. and Katharine Pringle. *The Saturday Evening Post*, May 13, 1950.

An inspiring story of how one community solved the problem for developing better schools.

#### CURRENT PUBLICATIONS RECEIVED

*Giordano Bruno. His Life and Thought.* By Dorothea Waley Singer. New York: Henry Schuman Incorporated, 1950. Pp. viii, 389. \$6.00.

This biography represents many years of original research.

*Group Life. The Nature and Treatment of its Specific Conflicts.* By Marshall C. Grecco. New York: Philosophical Library, 1950. Pp. xvii, 357. \$3.75.

A genuine storehouse of information for the layman.

*Freud. Dictionary of Psychoanalysis.* Edited by Nandor Fodor and Frank Gaynor. New York: Philosophical Library, 1950. Pp. 208. \$3.75.

Basic terms are defined and explained. Exceptionally useful for students of psychology.

*With Focus on Human Relations.* By Hilda Taba and Deborah Elkins. Washington, D. C.: American Council on Education, 1950. Pp. vii, 227. \$2.50.

Here are concrete plans and suggestions for building an excellent course in Social Studies.

*Neighbors On Our Earth.* By Gertrude Whipple and Preston E. James. New York: The Macmillan Company, 1950. Pp. 346. \$3.12.

This is the fifth book of this series of geography books. The book is well written with an interesting selection of pictures and the map work is worthy of exceptional praise.

*Back To Yahweh.* By Edward Remington Ames. Boston, Massachusetts: The Christo-

pher Publishing House, 1950. Pp. xii. 166. \$2.50.

An outstanding book in this field.

*How My Heart Sang.* By Lena Harvey Tracy, New York: Richard R. Smith, Publishers, Incorporated, 1950. Pp. xviii, 192. \$3.00.

The story of pioneer industrial welfare work. Excellent reference material for Problems Courses.

*The United States. A Survey of National Development.* By Oscar Theodore Barck, Jr., Walter L. Wakefield and Hugh Talmage Lefler. New York: The Ronald Press Company, 1950. Pp. xlix, 1079. \$6.00.

A college text that will be welcome to instructors and students, as it covers the course in a single volume.

*A History of Philosophical Systems.* By Vergilius Ferm. New York: The Philosophical Library, Incorporated, 1950. Pp. xlvii, 642. \$6.00.

This book is easily read and especially useful for college students and library reference.

*History of the American Way.* By Harold Underwood Faulkner, Tyler Kepner and Edward H. Merrill. New York: Harper and Brothers, 1950. Pp. xxxv, 745. \$2.50.

Revised and brought up to date.

*The International Economy.* By P. T. Ellsworth. New York: The Macmillan Company, 1950. Pp. xxx, 922. \$5.50.

A college text that is worthy of use in classes in International Economics.

*Economics In Our Democracy.* By Albert H. Sayer, Charles Cogen and Sidney Nanes. New York: Harper and Brothers, 1950. Pp. xiv, 677. \$3.36.

A new text worked out on the basis of fourteen units which cover an extensive course in Economics.

*Modern Philosophies of Education.* By John S. Brubaker. New York: McGraw Hill Book Company, 1950. Pp. xv, 347. \$4.00.

An excellent study of the important philosophies that is impartial and comprehensive.

*Reading for the Atomic Age.* By M. David Hoffman. New York: Globe Book Company, 1950. Pp. v, 406. \$2.80.

This book is designed to help teachers and students to look upon the great discovery of atomic energy objectively.